AMHERST
COLLEGE

1986-1987 CATALOG

Amherst College

1986-1987 Catalog

TERRAS IRRADIENT
MDCCCXXV

DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Amherst, Massachusetts, 01002. The telephone number for all departments is 542-2000 (Area Code 413).

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College Calendar

1986

September 1, Monday. Freshman Orientation begins.

September 5, Friday. First semester classes begin.

September 6, Saturday. Thursday classes held.

September 17, Wednesday. Last day for first semester course changes.

October 29, Wednesday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

November 22-30, Saturday-Sunday. Thanksgiving recess.

December 10, Wednesday. Last day of first semester classes.

December 13-17, Saturday-Wednesday. First semester examination period.

December 18, Thursday. Winter recess begins.

1987

January 5, Monday. Winter recess ends; beginning of Interterm.

January 25, Sunday. Interterm ends.

January 26, Monday. Second semester classes begin.

February 6, Friday. Last day for second semester course changes.

March 20, Friday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

March 21-29, Saturday-Sunday. Spring recess.

May 8, Friday. Last day of second semester classes.

May 11-15, Monday-Friday. Second semester examination period.

May 24, Sunday. Commencement.

I

THE CORPORATION

FACULTY

ADMINISTRATIVE AND PROFESSIONAL OFFICERS

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The Corporation

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Thomas Hunt Wyman, B.A., *New York, New York*

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John Jay McCloy, LL.B., *New York, New York*

PRESIDENT OF THE COLLEGE

Peter R. Pouncey, PH.D., *Amherst, Massachusetts*

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SECRETARY OF THE CORPORATION

John Lewis Callahan, Jr., B.A., *Amherst, Massachusetts*

ASSISTANT SECRETARY OF THE CORPORATION

Kent William Faerber, LL.B., *Amherst, Massachusetts*

Corporate Name:

THE TRUSTEES OF AMHERST COLLEGE

Faculty

EMERITI

Calvin Hastings Plimpton, *President, Emeritus.* A.B. (1939) Amherst College; M.D. (1943), M.A. (1947) Harvard University; Med. Sc.D. (1951) Columbia University; LL.D. (1960) Williams College; LL.D. (1961) Wesleyan University; Sc.D. (1962) Rockford College; LL.D. (1962) Doshisha University; L.H.D. (1962) University of Massachusetts; Sc.D. (1963) Saint Mary's College; LL.D. (1963) St. Lawrence University; Litt.D. (1965) American International College; Sc.D. (1966) Trinity College; Sc.D. (1967) Grinnell College, (1986) New York Medical College; Litt.D. (1969) Michigan State University; LL.D. (1971) Amherst College.

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PROFESSORS

Symbols beside names indicate: *On leave 1986-87.
†On leave first semester 1986-87.
‡On leave second semester 1986-87.

Hugh G. J. Aitken‡, *Olds Professor of Economics and American Studies.* B.A. (1943), M.A. (1947) St. Andrews University; M.A. (1948) University of Toronto; Ph.D. (1951) Harvard University; A.M. (hon. 1966) Amherst College.

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FACULTY COMMITTEES

Committee of Six. Professors Bailey, Hawkins, Kearns, Olver, Petropulos, and Romer; President Pouncey (*ex officio*); Dean Fink (Secretary, *ex officio*).

Committee on Educational Policy. Professors Cheney, Gross, Huet, Maraniss, and B. Yarbrough; students to be elected.

College Council. Professors Hague (Chair), O'Connell, and Pemberton; Deans Lieber (*ex officio*), Lee, and Nussbaum; Robert Bush '87 (President of Student Assembly, *ex officio*), students to be elected.

Judicial Board. Professors Caron, Nicholson, Towne, and Townsend (Chair); students to be elected.

Committee on Priorities and Resources. Professors Dizard, Kushick, and Peterson (Chair); President Pouncey (*ex officio*); Dean Fink (*ex officio*), Mr. Scott (*ex officio*); students to be elected.

Committee on Admission and Financial Aid. Professors de la Carrera, Denton, Sorenson (Chair), and Zajonc; Deans Bedford (Secretary, *ex officio*), Case (*ex officio*), and Lieber (*ex officio*); Mr. Grose (*ex officio*); students to be elected.

Committee on Student Fellowships. Professors Cameron, Cheyette, O'Hara, Spratlan, and Zimmerman (Chair); Dean Case (Secretary, *ex officio*).

Committee on Faculty Housing. Professors Birtwistle, Boughton, Brophy, and Jagannathan; Messrs. DelManzo (*ex officio*) and Wiltsie (*ex officio*).

Committee on Academic Standing. Professors Brandes, Dumm, and Lovett Doust; Deans Case, Heath, Lee, Lieber (Chair), Little, Moss, Cary (*ex officio*), Gentile (*ex officio*), and Nussbaum (*ex officio*); Mr. Mager (Secretary, *ex officio*).

Committee on Guidance, Counseling and Health Services. Professors Slobin and Towne; Deans Lieber (Chair) and Little; Drs. May and Van Pelt; students to be elected.

Committee on Honorary Degrees. Professors Cheyette, Kennick, and Starr; Robert Bush '87, John D. Linehan '88E, and Rebecca Saybolt '87.

Committee on Affirmative Action. Professors Huet, Jagannathan, and Wills; Dean Moss; Mr. Leow; Mses. Cycz and Robinson (Affirmative Action Officer, *ex officio*), Mr. Wiltsie (*ex officio*); staff to be appointed.

Premedical Advisor. Professor Hexter.

Five College Representative to the University of Massachusetts Graduate Council. Professor Greenstein.

Security Advisory Committee. Deans Gentile and Lieber (Chair); Professor Hewitt; Messrs. DelManzo, Dion, and Zaniewski.

Orientation Committee. Professors Kallick and Maraniss; Deans Heath (Chair), Lee and Moss; Austin P. Egan '87, Barbara Hueter '89, and Etta Johnson '87.

Archives Committee. Professor Greene, Messrs. Lancaster and Bridegam (*ex officio*), Ms. D'Arienzo (*ex officio*).

Committee on Health and Safety. Professors Dooley and Miran; Dean Lieber; Dr. Van Pelt; Ms. Crabtree; Messrs. DelManzo, Dion, Morton, and Wiltsie (Chair); three students to be appointed.

Committee on Physical Education and Athletics. Professors Gooding (Chair), Guttmann, Hixon, Moore, Morgan, Upton, and Zawacki; Dean Lieber (*ex officio*); Dr. Van Pelt (*ex officio*); two students to be elected.

Committee on Special Programs. Professors Greenstein, Himmelstein, and Reck; Dean Lieber (*ex officio*).

Faculty Computer Committee. Professors Grose, Hewitt, Pavlin, and Weigel; Ms. Steele; two students to be elected.

Five College Black Studies Executive Committee. Professor Campbell (representative, *ex officio*).

Lecture and Eastman Fund Committee. Professors Czap, Ewald and Wills (Chair).

Library Committee. Professors Greene, Machala and Williamson; Mr. Bridegam (*ex officio*); students to be elected.

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Michael Kasper, *Assistant Reference Librarian.* B.A. (1967) Harpur College; M.L.S. (1973) University of British Columbia.

Elizabeth M. Kelly, *Fine Arts Librarian.* B.S. (1982) University of Massachusetts; M.L.S. (1983) University of Rhode Island.

Marjorie H. Kirchgasser, *Head of Catalog Section.* B.A. (1962) Smith College; M.L.S. (1973) State University of New York at Geneseo.

John Lancaster, *Special Collections Curator.* B.A. (1964) Williams College; M.S. (1970) Simmons College School of Library Science.

Chaun Wu Anthony Leow, *Head of Serials Section.* B.A. (1978) Atlantic Union College; M.L.S. (1979) Indiana University.

Floyd S. Merritt, *Reference Librarian.* A.B. (1951) Amherst College; B.A. (1953) University of Cambridge; M.A. (1955) Harvard University; M.S. (1965) Simmons College.

Susan M. Sheridan, *Head of Technical Services.* B.A. (1973) Douglass College; M.L.S. (1974) Rutgers University; M.P.A. (1984) University of Massachusetts at Amherst.

Hannah M. Stevens, *Cataloger.* B.A. (1981) Dartmouth College; M.S. (1983) Columbia University.

James H. Scott, *Treasurer of the College.* B.S.E.E. (1965) Villanova University; M.B.A. (1970) Washington University at St. Louis.

Sharon G. Siegel, *Comptroller and Assistant Treasurer.* B.A. (1972) Gonzaga University; M.S. (1978) University of Massachusetts.

Joe Paul Case, *Dean of Financial Aid.* B.A. (1967) Oklahoma City University; B.D. (1970) Yale University Divinity School.

Peter F. Wiltsie, *Director of Personnel.* B.A. (1965) Utica College of Syracuse University.

Jonathan D. Russell, *Director of Food Services.* B.S. (1974) University of Massachusetts.

Donald D. DelManzo, Jr., *Director of Physical Plant.* B.S. (1964), M.S. (1965) University of Notre Dame.

Elizabeth R. McQuillen, *Assistant to the Director of Physical Plant for Business Affairs.* B.A. (1976) University of Massachusetts; M.B.A (1978) Western New England College.

George B. Wingblade, *Assistant to the Director of Physical Plant for Special Projects and Faculty Housing.* B.S.E. (1973) San Francisco State University.

Paul D. Blanchette, *Assistant Director of Physical Plant for Services and Student Housing.* B.G.S. (1985) University of Massachusetts.

David P. Brown, *Assistant Director of Physical Plant for Engineering and Planning.* B.S. (1968), M.S. (1972) Polytechnic Institute of Brooklyn.

James A. Crowley, *Assistant Director of Physical Plant for Operations.* B.S. (1963) State University of New York; A.M. (hon. 1982) Amherst College.

William J. Dion, *Assistant Director of Physical Plant for Communications and Public Safety.*

Michael S. Jewett, *Director, Computer Center.* B.S. (1967) University of Massachusetts.

Paullette M. Leukhardt, *Assistant Director, Computer Center.* B.S. (1976) University of Massachusetts.

Paul N. Billings, *Project Manager, Computer Center.*

David B. Cernak, *Project Manager, Computer Center.* B.A. (1965), M.B.A. (1972) American International College.

John L. Callahan, Jr., *General Secretary.* B.A. (1955) Dartmouth College; A.M. (hon. 1970) Amherst College.

Kent W. Faerber, *Secretary for Alumni Relations and Development.* A.B. (1963) Amherst College; LL.B. (1966) Harvard University.

Laurel Austin, *Assistant Alumni Secretary.* A.B. (1985E) Amherst College.

Elizabeth J. Cannon, *Assistant Alumni Secretary.* A.B. (1984) Amherst College.

Hubbard M. Smith, *Assistant Alumni Secretary.*

Patricia B. Carpenter, *Associate Secretary for Development.*

Alice H. Fink, *Associate Secretary for Development.* A.B. (1959) Smith College.

John B. Jacoby, *Associate Secretary for Development and Director of Corporate and Foundation Support.* A.B. (1966) Amherst College; M.A., Ph.D. (1971) Stanford University.

W. Richard Park, *Associate Secretary for Development and Director of Deferred Giving.* A.B. (1949) Amherst College.

R. Marshall Schell, *Secretary for Development.* A.B. (1972) Amherst College.

Catherine E. Wejchert, *Assistant Secretary for Development and Director of Parent Programs.* A.B. (1980) Amherst College.

Douglas C. Wilson, *Secretary for Public Affairs.* A.B. (1962) Amherst College; M.A. (1964) The Fletcher School of Law and Diplomacy.

Terry Y. Allen, *Associate Secretary for Public Affairs.* B.A. (1969) University of California at Berkeley.

Frank A. Trapp, *Director, Mead Art Museum.* B.A. (1943) Carnegie Institute of Technology; M.A. (1947), Ph.D. (1952) Harvard University; A.M. (hon. 1963) Amherst College.

Judith A. Barter, *Curator of Collections, Mead Art Museum.* B.A. (1973) Indiana University; M.A. (1975) University of Illinois.

Hall J. Peterson, *Curator of Special Exhibitions, Mead Art Museum.* B.A. (1961) Saint Thomas College.

Mallorie Chernin, *Conductor and Director of the Choral Music Program.* B.Mus. (1976) University of Wisconsin; M.Mus. (1978) Westminster Choir College.

Suzanne J. Everden, *Department of Physical Education and Athletics.* B.Sc. (1977) Slippery Rock University; M.Ed. (1980) Springfield College.

Samuel Hanger, *Department of Physical Education and Athletics.* B.A. (1974) State University of New York at Binghamton; M.Ed. (1984) University of Massachusetts.

Ingeborg V. Van Pelt, *Director of Student Health Service.* M.D. (1957) University of Tübingen.

James G. Cotanche, *Staff Physician.* B.A. (1950), M.D. (1954) University of Rochester.

Stanley M. Zieja, L.A.T.,C., *Head Athletic Trainer.* B.S. (1973) University of Massachusetts; M.S. (1976) United States International University at San Diego.

Christina M. LoBello, L.A.T.,C., *Athletic Trainer.* B.S. (1979) University of Massachusetts; M.S. (1981) Indiana State University.

Ronald W. Pinder, L.A.T.,C., *Athletic Trainer.* B.S. (1983) Westfield State College.

Robert May‡, *Psychotherapist and Director of Counseling Center.* B.A. (1962) Wesleyan University; M.A. (1965), Ph.D. (1969) Harvard University; A.M. (hon. 1981) Amherst College.

Norma Johnson, *Psychotherapist.* B.A. (1970) Trenton State College; Ph.D. (1977) Rutgers University.

Sanford Bloomberg, *Psychotherapist.* B.A. (1950) University of Vermont; M.A. (1951) Columbia University; M.D. (1957) University of Vermont.

Susan Hill, *Psychotherapist.* B.A. (1965) Sarah Lawrence College; C.S.W. (1969) Simmons School for Social Work; Diploma (1985) New York School of Psychoanalytic Therapy.

Claudia Kaplan, *Psychotherapist.* B.A. (1972) University of California at Los Angeles; M.S. (1984) University of Massachusetts.

Frank E. Reilly, *Psychotherapist.* B.A. (1960) College of the Holy Cross; M.A. (1961) University of Wisconsin; B.M.S. (1965) Dartmouth Medical School; M.D. (1968) Harvard Medical School.

RELIGIOUS ADVISORS

The Rev. Deene D. Clark, D.MIN.
Amherst College
The Rev. James H. Clark, M.DIV.
Grace Episcopal Church
Rabbi Yechiael Lander, M.A.
Smith College Chapel
The Rev. J. Joseph Quigley, B.S.
Newman Center, University of Massachusetts

GRADUATE FELLOWS

J. Patrick Cesarini, A.B., *Mayo-Smith Intern in Admission.*
Suzanne T. Duncan, A.B., *Graduate Fellow in Pratt Museum of Geology.*
Jonathan M. Hirsh, A.B., *Graduate Associate and Choral Assistant in Music.*
Amy M. Howley, A.B., *Edward Hitchcock Fellow in Physical Education.*
William R. Park, Jr., A.B., *Assistant to the Secretary for Public Affairs on the Ives Washburn Grant.*
Sheila M. Rembert, A.B., *Eugene S. Wilson Intern in Admission.*

FIVE COLLEGES INCORPORATED

E. Jefferson Murphy, PH.D., *Five College Coordinator.*
Jackie M. Pritzen, M.A., *Associate Coordinator of Academic Programs.*
Lorna M. Peterson, PH.D., *Associate Coordinator, Program Planning and Development.*
Carol A. Angus, M.A.T., *Assistant Coordinator for Information and Publications.*
Richard D. Fink, PH.D., *Five College Deputy.*
William R. Brandt, M.B.A., *Business Manager and Treasurer.*

II

AMHERST COLLEGE

Amherst College

FOUNDED in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,500 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their Junior and Senior years; Honors work—the intensive consideration of a limited subject—is encouraged and in recent years has been undertaken by nearly half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels— intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 150 members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of about five students to a few lecture courses of 150 to 200 students; about 75 percent of the classes and sections have twenty-five students or fewer.

Amherst has extensive physical resources: a library of more than 630,000 volumes, science laboratories, a mathematics and computer science building, theater, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music building and concert hall, a dance studio, a central dining hall for all students, dormitories, language laboratory, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 61 for further information.) Also freely available to students are the libraries of each institution. The oldest of the Five College cooperative ventures is the Hampshire Inter-Library Center (HILC). For 25 years the Center maintained a separate collection of research materials. These materials have been dispersed among the five member libraries. The present and continuing emphasis of the Center is on the sharing and enhancement of the total resources and the services of the Five College libraries.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is published and distributed to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions and of the community. The five colleges also cooperate in sponsoring *The Massachusetts Review*, a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in Afro-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished international figures, listed on pages 271-284.

Lists and descriptions of Five College programs and courses are printed annually and are available in the Registrar's Office.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see pages 52-53.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Assistant Dean of Students Kathleen Gentile.

The Williams College-Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and eleven other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About 30 students are admitted each year, with applicants from member institutions receiving priority. The director of the Associated Kyoto Program for 1986-87 is Professor Ron Di Cenzo of Oberlin College. Further information can be obtained from Professors Ray A. Moore or Matthew Mizenko or Assistant Dean of Students Jane Cary at Amherst College.

Göttingen, Tübingen Exchanges

Amherst maintains a student exchange program with two universities in the Federal Republic of Germany. Each year, upon application to the Department of German, one Amherst student is selected to attend Göttingen University for a full academic year, and one to spend the year at Tübingen University. In return, Amherst accepts one student from each of the two German institutions to study at the College and to serve as Language Assistants in the German Department. Amherst applicants should have the equivalent of fourth-semester proficiency in the German language. Details about the exchange programs may be obtained from the Department of German.

ARMY AND AIR FORCE RESERVE OFFICER TRAINING CORPS

Amherst College does not have its own Reserve Officer Training Corps. The Department of Military Science and the Department of Aerospace Studies at the University of Massachusetts offer two- and four-year programs which are open to Amherst College students. Amherst College students do not receive degree credit for participation in the courses. Official schedules of courses, issued by the university, should be consulted for course offerings and class meeting times. Air Force ROTC has scholarships readily available for technical majors and navigator candidates. Army ROTC scholarships are available for selected candidates. For more detailed information on the programs contact either the Professor of Military Science at (413) 545-2321, or the Professor of Aerospace Studies at (413) 545-2437 or write the appropriate department c/o University of Massachusetts, Amherst, MA 01003.

Doshisha University

Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a university of 19,000 students, a separate (but adjacent) Women's College, four senior and three junior high schools and a kindergarten, with a total enrollment of approximately 30,000 on four different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Over thirty Amherst graduates have taught at The Doshisha, and since 1922, except for the years 1941 to 1947, Amherst has maintained a resident instructor at Doshisha University.

Through the generosity of alumni and friends of the College, Amherst House, a New England Georgian style residence, was built on the Doshisha campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. It houses some twenty Doshisha students and serves as a center of cultural exchange between faculty and students from East and West. After the end of World War II, Amherst strengthened its representation with a full-time member of the Faculty, Professor Otis Cary of the Class of 1943, who represents Amherst, teaches in the Faculty of Letters in the University, and serves in a number of other capacities. Since 1958, a graduating Senior has been selected annually as the Amherst-Doshisha Fellow to live in Amherst House and teach English for one year.

In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, which includes quarters for the Representative, well-appointed guest suites, and dining facilities, to enhance the possibilities of exchange across cultural barriers. As the importance of Eastern ideas and Asian cultures gains increasing recognition, Amherst House is able to provide unique facilities and a sympathetic environment for scholars visiting Kyoto—for a thousand years the capital of Japan and still the center of traditional Japanese culture.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of Doshisha's six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst.

The Folger Shakespeare Library

The Folger Shakespeare Library in Washington, D.C., was established by the will of Henry Clay Folger, of the Class of 1879. The library is administered by the Trustees of Amherst College. Mr. Folger's original collection, which remains the nucleus of the Library's holdings, emphasized Shakespeare, Shakespeare's contemporaries, and the history of Shakespeare production. Continuing acquisitions of books and manuscripts have increased the size of the collection many times over and broadened the scope of the Library to include every phase of Tudor and Stuart civilization. At present the Library is second only to the British Museum in its holdings of books printed in England between 1475 and 1640. Its holdings in the period from 1640 to 1715, in materials relating to the Continental Renaissance and in such specialized areas as Renaissance musicology and drama are also extensive.

Facilities include reading room, stacks, offices, and service areas for such activities as ordering, cataloging, binding, and photoduplication. The Library also has a public exhibit hall and a theatre embodying characteristics of an Elizabethan playhouse.

Mr. Folger intended his library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." The Library has sought continuously since its creation to enlarge its educational function. Its reading room is open to all qualified scholars. Through its photoduplication department and its travelling exhibits it provides services for scholars and school groups outside of the Washington area. A docent program offers tours and lectures to visiting school groups. Folger seminars are offered annually in cooperation with the consortium universities of the eastern seaboard and are also open to qualified Amherst students. A program of lectures, concerts, and cultural events is held at the Folger theatre and is open to the general public without charge. A repertory group produces four to five dramas each year in the theatre, and a resident chamber ensemble performs early music throughout the year and tours nationally and internationally. A publication program further contributes to the Library's objective of "diffusing knowledge" of Shakespeare, of English culture, and of the Renaissance.

FOLGER LIBRARY OFFICERS

Werner L. Gundersheimer, ph.d., *Director*
Philip A. Knachel, ph.d., *Associate Director*
Michael D. Valentine, m.a., *Director of Development*
Barbara A. Mowat, ph.d., *Director of Academic Programs*
Janet A. Griffin, m.a., *Director of Public Programs*
Nati Krivatsy, ph.d., *Reference Librarian*
Lilly S. Lievsay, b.a., *Head Cataloguer and Curator of Books*
Elizabeth Niemyer, b.a., *Acquisitions Librarian*
Richard T. Goodman, m.p.a., *Business Manager*

III

ADMISSION

TUITION AND FEES

FINANCIAL AID

Admission

AMHERST College looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

All degree candidates at Amherst are full-time students, but persons not regularly enrolled may take courses, receive grades, and secure transcripts. No part-time student may be admitted to a course without the consent of either the instructor or the Chairman of the department concerned.

For information, publications pertaining to admission, and an application, write:

Dean of Admission
Wilson Admission Center
Amherst College
Amherst, MA 01002.

The Office of Admission is responsible for answering inquiries and providing information for freshman, transfer and part-time applicants. The Committee on Admission acts on applications without regard to a candidate's ability to pay Amherst's charges; financial aid, to the level of demonstrated financial need, is available to all accepted candidates. For information on readmission see page 53.

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $35 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $200 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$14,360
Student Activities Fee	116
Residential Governance Fee (not required of off-campus residents)	32
Campus Programs Fee	43
Student Health Insurance (optional)	160
	$14,711

The first semester bill in the amount of $7,435.50 is mailed to all parents in July and is due and payable on or before August 15, 1986. The second semester bill totaling $7,275.50 is mailed in December and is due and payable on or before January 16, 1987. All College scholarships, Knight Tuition Plan payments, and any other cash payments received prior to mailing will appear as credits on the bill.

Student clearance cards will be issued by the Comptroller's Office upon payment of the College bill. These cards must be obtained before course cards may be picked up.

The fee for the support of various activities of the student body for 1986-87 is determined by the Student Allocations Committee. The $116 fee is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $32 Residential Governance Fee and a $43 Campus Program Fee which are used to promote all campus programs.

The charge of $160 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period September 1, 1986, through August 31, 1987. Details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Continuing and returning students are also required to pay before March 13, 1987, a non-refundable Advance Tuition Deposit.

Each new student, or former student reentering, is charged a $100 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: The Knight Tuition Payment Plans, 53 Beacon Street, Boston, Massachusetts 02108.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past twenty-one years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 47.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Prior to first day—100%	$5,475
1 day to 2 weeks—80%	4,380
2 weeks to 3 weeks—60%	3,285
3 weeks to 4 weeks—40%	2,190
4 weeks to 5 weeks—20%	1,095
5 weeks or more	no refund

ROOM AND BOARD

Refund shall be made on a formula basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 1986, the comprehensive charge for tuition, room, board and fees will be $14,360 and yet the education of each student costs the College over $22,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas; such awards are currently sponsored by the Arizona, Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington, D.C. Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of high merit and financial need. The College also participates in the College Work-Study, the Pell Grant, the Supplemental Educational Opportunity Grant, the Guaranteed Student Loan, and the National Direct Student Loan programs of the federal government.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Over one third of the students receive scholarship grants; about one half receive loan and employment assistance.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedure of the College Scholarship Service, as amended by Amherst College. The College assumes further that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for family contributions and student contributions from savings and summer employment, the initial $2,950-3,050 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans. Students may expect to receive gift aid to cover the balance of their needs. Student loans require no payment of interest or principal before graduation from Amherst. Repayment may be deferred for graduate school, for service in the military, Peace Corps, or social welfare agencies, and for professional internships. Thereafter, the loans are repayable on a monthly basis within a ten-year period at a moderate rate of simple interest.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that less loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. A recipient of outside scholarship awards may be subject to reductions in the expected loan and, in some cases, scholarship amount, in accordance with the recipient's financial need.

APPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. Notification of financial aid awards will be made at the time of admission to the College.

To apply for financial aid, a candidate must submit: (1) an Amherst College Application for Financial Aid, to be completed by the candidate for admission no later than January 15; and (2) a Financial Aid Form, to be completed by the candidate's parents and submitted to the College Scholarship Service no later than February 1. Supplemental information is required of candidates whose parents own or operate a business or farm, whose parents are separated or divorced, or who are independent of parents' support. Copies of income tax returns are required to verify family financial information.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early financial aid decision as well, if they have filed the Early Version Financial Aid Form and the Amherst College Application for Financial Aid by November 15.

Candidates for transfer who demonstrate financial need are eligible for all financial aid at Amherst College. To be considered, a candidate for transfer to Amherst for the fall semester must file the Amherst College Application for Financial Aid by March 1 (November 1 for the spring semester) and the Financial Aid Form by March 15 (November 1 for the spring semester). Transfer candidates must submit a financial aid transcript from each other postsecondary institution attended.

Upperclassmen who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 20. Renewal forms may be obtained in the Financial Aid Office and should be returned directly there. Upperclassmen will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> . . . until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College*, is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Box 66, Station 2, Amherst College, Amherst, Mass. 01002.

IV

GENERAL REGULATIONS

DEGREE REQUIREMENTS

[illegible]

[illegible]

General Regulations

TERMS AND VACATIONS

The college year 1986-87 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester is a Thanksgiving recess. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their final course schedule each semester. It is the responsibility of students to read and understand this Statement and to inquire as to its implications in each of their specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their final class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

Article III The Judicial Board

Section 1. The Judicial Board shall consider any question relating to intellectual responsibility that may be brought before it and may also act upon its own motion.

Section 2. The Judicial Board shall make provisions for explaining the statement to incoming students and to new members of the Faculty, and for publicizing and interpreting the statement to the student body during the year.

Section 3. From time to time the Judicial Board shall make available to the Faculty information regarding effective specifications of the statement in particular courses.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitutes sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, or creating an intimidating, hostile or demeaning working, academic or social environment.

Amherst College deals with harassment by a number of means, including disciplinary action. Whether or not you decide to report harassment or file a complaint, it may be helpful to discuss your situation or seek advice or counsel from another member of the community who is familiar with the issues involved and may be able to help you find informal ways to resolve the situation. Among those who may be able to provide advice or counsel, you might consider the counseling staff, the health service, religious advisors, members of the Dean of Students Office or the Affirmative Action Officer. All informal discussions concerning harassment should be kept confidential.

Members of the Amherst College Community who believe they have been harassed and wish to file a formal complaint should follow the appropriate procedures listed in the *Student Handbook*, the *Faculty Handbook*, the *Staff Handbook* or the *Trustee-Appointed Administrative and Professional Staff Handbook.*

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Infirmary or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook.*

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Honor Grades = A+, A, A−, B+, B, B−
Passing Grades = C+, C, C−, D, Pass
Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A− = 12; B+ = 11, B = 10, B− =9; C+ = 8, C = 7, C− = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. Freshmen, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Office of Career Counseling and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the Junior year, although Sophomore year educational leaves are permitted. It is expected that students will spend their Senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See also Transfer Policy statement on page 53.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 16. Students who may be away from campus for the spring term should notify their dean and advisor before November 1. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 41 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans and pay their $200 non-refundable advance tuition deposits as early as possible, but before March 16. For students planning to return for the spring semester, the letters and the deposits should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus and pay their advance tuition deposits before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 62 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 57.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

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*See Degree Requirements

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the assistant dean in charge of housing or their class dean. First year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years of residence,* except that a student who has dropped a course without penalty during the Freshman year, or who has failed a course during the Freshman or Sophomore year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

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*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three or four semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 54.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

Freshmen may petition the Dean of Freshmen to drop one course during their first year without receiving a failing grade. Such a course withdrawal may take place within the first eight weeks of either the first or second semester and requires approval by the Dean of Freshmen. Other exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Class Deans.

Transfer students may petition their Class Dean to drop one course any time within the first eight weeks of their first semester at Amherst without receiving a failing grade. Such a course withdrawal requires approval by the Class Dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1977 and modified in 1982, Freshmen are required to take one course in a program called Introduction to Liberal Studies (ILS). Each ILS course is planned and taught by two or more members of the Faculty, representing different disciplines, who collaborate to develop an interdisciplinary topic. The subject matter of the courses varies, reflecting the concerns of the groups of Faculty members who devise them. The courses offered for 1986-87 are described on pages 65-71.

Through the ILS courses, Freshmen are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it. Two or more Faculty members bring differences in training and perspective to the Freshman courses, and these differences alternately supplement and challenge the other members of the group. Each course thus becomes a forum where students are able to observe, compare and experience distinct intellectual styles.

The Liberal Studies Curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, all members of the Faculty serve as academic advisors to students. Every student has a College Advisor through his or her Sophomore year; thereafter, each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that: provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime; analyze one's own polity, economic order, and culture; employ abstract reasoning; work within the scientific method; engage in creative action—doing, making and performing; and interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the Freshman or Sophomore year and must be declared by the end of the Sophomore year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Special Programs. Under ordinary circumstances, the proposal will be submitted during the first semester of the Junior year and not under any circumstances later than the eighth week of the second Junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Special Programs, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the Senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the Senior year, and the other during the next college year.

DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. It may be awarded *cum laude, magna cum laude,* or *summa cum laude,* according to the level of achievement of the candidates. All degrees with Honors are noted on the diploma and in the commencement program.

The award of Honors is made by the Faculty of the College. In making such awards the Faculty will take into account the following factors: (1) Candidates must have a minimum college average of 9 (B−) to be eligible to be considered for the degree *cum laude,* of 11 (B+) for the degree *magna cum laude,* and of 12 (A−) for the degree *summa cum laude.* (2)

Candidates must receive the recommendations for the degree *cum laude, magna cum laude,* or *summa cum laude* from the department in which they have done their major work. Each department will define the conditions upon which it will be its practice to make recommendations to the Faculty. (3) Candidates for the degree *summa cum laude* will have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty. Only students of marked distinction in both general work and in the field of Honor studies will be recommended for the *summa cum laude* degree.

In exceptional cases, upon recommendation of the department in which the candidate has done his or her major work, the Committee of Six may recommend to the Faculty that a student be awarded a degree of Honors for which the student does not have the required average.

The minimum average required for a student to be accepted by a department as a candidate for Honors is determined by the department concerned.

Students in the Independent Study Program may become candidates for the degree with Honors. Recommendations for such students will be made by the student's tutor together with those members of the student's committee who have joined in assigning a comprehensive grade in the program.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the Junior or Senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Special Programs, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Special Programs after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at

Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the Senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook.*

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

V

COURSES OF INSTRUCTION

Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

FRESHMAN COURSES: INTRODUCTION TO LIBERAL STUDIES

During 1986-87, twenty-nine Faculty members in groups of two to five will teach ten Introduction to Liberal Studies courses. Every Freshman must take one of these courses during the first semester. They are open only to Amherst College Freshmen.

1. Romanticism and the Enlightenment. Between 1750 and 1850 occurred one of the great revolutions of Western civilization. The civilization of the Enlightenment, or "Age of Reason," began to give way to the very different culture of Romanticism, or "the Age of Emotion." The influences of the Enlightenment and of Romanticism, as well as their continuing opposition, persist as elements of our present culture. Our politics, economics, and science are largely products of the Enlightenment, while our literature, art, music and religion show the crucial effects of Romanticism. The course is concerned with investigating this major change in Western culture, both in order to understand the process of cultural criticism and cultural change, and in order the better to comprehend the mixed effects of the Enlightenment and Romanticism in our cultural heritage. By contrasting important works exemplary of the Enlightenment and of Romanticism, the course shows how this cultural revolution occurred in several areas of creative endeavor, observing the related themes and traits first of Enlightenment, then of romantic political thought, philosophy, history, music, painting and literature. We shall study works by such major figures as Franklin, Rousseau, Burke, Paine, Hume, Emerson, Lessing, Gibbon, Michelet, David, Mozart, Schubert, Johnson, Goethe, Wordsworth, and Emily Bronte. Three class meetings per week.

First semester. Professors Brandes, Guttmann and Halsted.

2f. Food. The problem of world hunger is global. According to one projection, the world's population will expand some forty percent by the year 2000, while croplands will increase by only four percent. We, however, live in the agriculturally richest and technologically most advanced nation on earth. What, if anything, can and should we do?

The purpose of this course is to introduce students to the ways social scientists think about world hunger. The course rests on two premises. The first is that food is not a thing; rather, it is a biological, economic, and cultural process by means of which human beings produce, distribute, and consume calories, vitamins, and minerals necessary for their survival. The second is that the current world food situation is the product of human history. Both premises will be explored as we read and discuss a range of anthropological and sociohistorical analyses of the causes and solutions to the problem of world hunger.

We will begin by briefly assessing the world food situation as it exists today. Next we will examine the evolution of human food systems, ranging from the few gathering-hunting economies surviving today, to the tinned, frozen, and pre-prepared world in which we live. Then we will discuss the transformation of American agriculture since 1945, as well as the rituals with which we surround our diet.

We will move on to an investigation of the theory and practice of economic development in Latin America and sub-Saharan Africa, the first a region with chronic malnutrition, and the second the site of actual starvation. Finally, we will speculate about the future of food through an exploration of several radical political and ecosystemic alternatives to the present circumstance.

First semester. Professors Bezucha and Gewertz.

3. The Causes of History. Every age adjusts its sense of what is the proper stuff of history—what in the past is truly memorable and worth perpetuating. The scale and emphasis of a history written in a particular period always tell us something about the historian's own society, whatever the claims to objectivity. This course addresses a basic question—who or what in any age makes history? Is it an epic hero, a group of "oligarchs" or statesmen, a political party, a nation with a sense of its own destiny? Or is it a less tangible factor such as fate, chance, some determining cycle of events? Or is it the more broadly based and complex patterns of social and economic interactions, which compose the way in which ordinary people live?

The course will pursue these questions through readings of selected passages in Homer's *Iliad*, Herodotus, Thucydides, Livy, and Tacitus, Plutarch's *Life of Alexander*, Lytton Strachey's "The End of General Gordon" and in some modern historians.

At every stage of this discussion the questions directly before us raise other large ones about an individual's control of a personal destiny, as he or she is seen caught up in the processes of public history; about the way a narrator explains historical events by finding patterns within the process; and also about the way in which our memory works on the past, to make sense of it and to bring it to order in our minds.

First semester. Professors Epstein and Pouncey.

4f. Myths and the Mythic. Human communities of different eras and cultures tend to retell and reenact certain fundamental narratives. Why might this occur, and what are some of the major kinds of story found in widely various societies? This course explores the content, structure, and transmission of ancient myths and modern repetitions of such culturally endorsed narratives. We will focus on tales of origin and ordering, ranging from the traditional creation narratives of ancient Babylonians, Israelites, and Greeks to the founding stories of "new" nations and peoples from the Roman *Aeneid* to the Soviet cult of Lenin in verse and film. We will observe the reiteration in word and gesture of tales of heroic combat and internecine strife from biblical, Greek, and Slavic sources to contemporary American epics and tragedies. Finally, we will ask why certain themes have the power to persist through time and across cultures, examining ways in which these themes reflect and affect who we are as individual and social beings. How is it that a thoroughly modern story, verse, or film can take on a "mythic" quality and still convey the concerns and world-view of a particular culture?

First semester. Professors Niditch and Peterson.

5. War. What is war? The course begins by considering the reality of war, the experience which some celebrate for its exhilaration or release or camaraderie, some accept as naturally human, and some reject as inhuman. The question is to be answered in part by comparing war with other modes of human relations—politics, non-violent conflict, organized crime, competition—and by asking another question: Why war? What are the roots of war in the psychology of individuals and collectivities and the relationships between them, in the nature of states and the interests they and other political institutions represent allegedly or in fact, and in the nature of the international system? Next we consider theories which justify war (by referring to reasons of state, or war as necessary, or as the lesser evil, or as just and right) or reject war altogether (pacifism). The course ends by examining war in the nuclear age, and by asking whether nuclear war is sufficiently different so as essentially to alter the meaning and the strategic and moral status of war. Readings in the course will include case studies of particular wars such as World War I and the Vietnam War. Two class meetings per week.

First semester. Professors Babb, Czap, Dizard, Greene and Levin.

6f. Race and Sex. The categories of race and sex have served a variety of functions. People have been assigned positions in moral, political and social hierarchies on the basis of their race and/or sex. What kind of categories are these, and why have they been thought to be relevant to the determination of one's position in society? This course will examine from a number of perspectives (historical, philosophical, anthropological, sociobiological, political, and literary) how it is that race and sex have emerged as such important categories in our collective life, and why the categories have such a persistent hold on our imagination, how they are perpetuated, and what role they play in maintaining patterns of social organization and certain distributions of power.

We will begin by discussing the meaning of racial and sexual images. What arguments support the assumption that there are inherent differences between racial groups, and men and women, and that these distinctions matter in all other spheres of life? How have these arguments been used to justify colonialism, slavery, inequality of work, political and economic power, educational opportunities? What are the consequences of such collective beliefs and such a pattern of history for the self-images formed by both the dominated and the dominator?

We will end by considering how the two categories interact. What problems of conflicting loyalty do third-world women face, for example? Have liberation movements generated alternative definitions of these categories? What is the current prospect for an end to racism and sexism, and would this require the obliteration of all sexual and racial differences? Films and guest speakers will supplement the course. Two class meetings per week.

First semester. Professors Mizenko, Olver and Petropulos, and Dean Snively.

7. Mind. How could there possibly be any difficulty in understanding mind? Each of us is immediately acquainted with his or her own mind; by simple inspection, we have direct access to its contents and its operations, or so it sometimes seems. By comparison, matter—including our own bodies—seems foreign and remote.

If this is roughly right, as the seventeenth-century philosopher Rene Descartes believed, why, upon further reflection, does mind seem so mysterious to us, "something extremely rare and subtle like a wind, a flame, or an ether"? Descartes' answer was that our apprehension of mind is obscured and distorted by our bodies and by the sensory apparatus they make available to us. He also thought that until we turn things around—until we discover mind and its operations with the penetrating clarity that he thought possible, and until we accept the impossibility of ever fully knowing matter and its ultimate "springs" and operations—we will be unable to justify our claims to know anything or to have any rational grounds for any of our beliefs.

These are intriguing claims, especially if one supposes, as we do, that the core of liberal studies is the development of certain habits of mind, chief among which is the habit of questioning one's beliefs, of saying clearly and explicitly what we believe, why we believe it, and whether we have sufficient reasons for the things we in fact believe. If Descartes is right, we cannot proceed very far in this direction without inquiring into the nature of mind and determining its powers and its limitations in connection with knowledge and reasonable belief. In the course of this inquiry we will ask whether Descartes' account of mind can survive what we know today about insanity, about the unconscious, about the influence of emotions on belief and action, and about the effects of various kinds of conditioning on human behavior. We will ask, too, how Descartes' view of mind, or that view modified by certain empirical discoveries, fares in explaining or providing grounds for personal identity, free will, responsibility, and punishment.

But the course's principal concern is less to arrive at a general theory of mind than it is to engage in the process of questioning beliefs, especially large systems of beliefs of the kind that are unavoidably involved in any sustained and responsible reflection on the nature of mind. Thus, while our inquiry is largely conceptual, philosophical, and psychological, it also involves a good deal of self-scrutiny. Occasionally, we rehearse certain empirical investigations (e.g., studies of the brain) and assess their implications for theories of mind. However, the course never strays far from the enterprise of examining beliefs about mind and the reasons we have (or lack) for those or related beliefs. Our chief concern is to cultivate the inquiring mind, a mind capable of doubting, capable of tolerating ambiguity and indecision, and capable of resisting any facile escape to skepticism. Two class meetings per week.

First semester. Professors George, Greenstein, Kearns, and Thurman.

8f. Light. Using the study of light as our example, we shall examine some of the ways in which we order and express our experience of the physical world, emphasizing the role of language in perceiving, understanding, and describing what we see. Based upon simple experiences with shadows or the colors produced by a prism, as well as such natural phenomena as rainbows and sunsets, we shall ask students to write frequent brief papers in which they address such questions as: "Can I say what I see?" "Is what I see conditioned by what I think I know?" and "What is the relation between what I see and the language I have at my disposal?"

Occasionally we shall ask students to compare their own observations with those described by such observers as Newton and Goethe, in order to examine the extent to which sight is aided, or hindered, by era, by genius, or by philosophical outlook. With the use of lasers we shall examine those phenomena which led scientists to describe light as a "wave." We shall then consider evidence indicating that light behaves, rather, as though it were a collection of "particles." The ways in which photography uses light will be explored by examining photographs and holograms, and having students create their own black-and-white photographs. Throughout the course of experiments and readings we shall be asking students constantly to write so that we can ask questions about the relation of observation to understanding.

The course will normally meet in sections, though there will be occasional lectures, films and demonstrations. In addition, the laboratory will be used as a place to study phenomena we shall later discuss, and students will also be provided with simple optical devices for their individual observation of the behavior of light in natural surroundings. Students will write at least one short paper a week, which will be discussed during the bi-weekly class meetings. No specialized training in the physical sciences or in mathematics will be assumed.

This course has as its purpose the introduction of the student to some of the fundamental activities we associate with individual learning in any discipline. Though the subject of light has great intrinsic interest and aesthetic appeal, we choose to study it as a way toward addressing questions and developing habits of mind that are important in other areas of study: What happens when one assumes a "fact"? How is it possible to entertain complementary explanations that seem to be contradictory but are equally necessary? We shall be assuming throughout the course that the useful consideration of such questions involves expressing one's thoughts and observations in interesting and meaningful language, in a style answerable to the complexity of the writer's perceptions. In addition, we hope that each student will experience the development of an important theory, and learn to question the methods and premises used in constructing a conceptual scheme as rich and refined as the modern theory of light.

First semester. Professors Romer and Towne.

9. Darwin and the Descent of Man. There is a tension reconciling the idea of science as an objective activity and the fact that science is conducted by individuals having particular backgrounds and values. In addition, the scientific activity itself cannot be decoupled from societal mores.

Modern and Victorian controversies surrounding evolutionary science will be studied to illustrate this tension.

Few individuals have affected so profoundly the way we view ourselves as has Charles Darwin (1809-1882). We will examine the formulation of Darwin's ideas and their impact on the Victorian world. With this background, we will consider modern Darwinism and the use of Darwinian ideas by human sociobiologists and eugenicists. We will analyze the criticisms of Darwinism by Marxist scientists and creation scientists. These controversies will illustrate how scientific ideas have been used and misused in debates over social policy.

First semester. Professors Lovett Doust, O'Hara and Woglom.

10. A Sense of Tragedy. That all human beings are mortal is a truism. There are, however, different ways in which people confront their own mortality, and tragedy not only reveals some of those ways but is itself profoundly one of them. The aim of this course is to explore the sense of tragedy, mainly as it manifests itself in the literature of ancient Greece and in works of imagination inspired by that literature; to try to bring to light some of its religious, social, and even political presuppositions; and to test it against possible alternatives to it.

We expect to read *The Iliad* of Homer, Aeschylus' *Prometheus Bound* and *The Book of Job*, Sophocles' *Oedipus the King* and Aristotle's *Poetics*, Sophocles' *Electra* and Eugene O'Neill's *Mourning Becomes Electra*, Sophocles' *Antigone* and *Philoctetes*, Euripides' *Hippolytus* and Racine's *Phedre*, Euripides' *Bacchae* and Nietzsche's *The Birth of Tragedy*, Virgil's *Aeneid*, Shakespeare's *King Lear*, Tolstoy's *Anna Karenina* and Thomas Mann's *Death in Venice*. We will also discuss a pertinent film. All classes will be conducted jointly by both instructors.

First semester. Professors Hague and Kennick.

AMERICAN STUDIES

Professors Aitken‡, Dizard, Greene, Gross (Chair), Guttmann, Hawkins, Levin, O'Connell and Wills; Assistant Professors Cobham-Sander and Couvares.

A student who chooses to concentrate in American Studies makes a commitment to study American culture and society from as many perspectives as possible. Institutions, ideas, artifacts, literature, politics, ethnic and racial groups, everyday life and the relationship among these will be among the subjects of study. The student should finish a course of study with an awareness of a personal and historical connection to those peoples and forces which constitute American culture and society. No single

‡On leave second semester 1986-87.

discipline can comprehend the subject. Work in European, American and Afro-American history, in social theory and sociology, philosophy and religion, political institutions and theory, economics, in literature, music, art, and architecture are possible approaches to the subject. Each student, on the basis of personal and intellectual interests, will define a coherent program of study drawing on at least some of these disciplines.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: A student concentrating in American Studies will take both terms of American Studies 11 and 12—the introductory course—usually by the end of the Sophomore year; American Studies 68, the Junior seminar; and in the Senior year, American Studies 77 and 78 as a part of the work in writing an interdisciplinary essay on an aspect of American experience. With the approval of the Department, American Studies 78 may become a double course.

The student will also take six other courses about American culture and society selected from various disciplines. The course program should normally emphasize the study of history and literature (two courses in each field). To encourage the student to achieve breadth in both these fields, one of the two history courses must deal primarily with an extended period of American history before 1900 and one of the two literature courses must be either English 61 or 62 or 67 or 68. The two remaining courses should be selected from another discipline (or two other disciplines) in such a way as to extend the student's awareness of American culture's many dimensions—and the many ways of studying them. While these are the Department's normal expectations for the selection of courses within the major, a student may request Departmental approval for another combination of six courses.

Each student will submit an interdisciplinary essay to the Department near the end of the second semester of the Senior year and meet with the advisor and two readers to discuss it. The quality of the essay will be an important factor in degree recommendations.

Advising: Because each student develops an individual program of study in American Studies, it will be necessary to consult regularly with a departmental advisor. The purpose of this advising relationship is the creation of a context where a greater consciousness and definition of the student's educational interests and goals may be achieved.

Honors Program. All students majoring in American Studies must complete the requirements outlined above. Honors recommendations will be made on the basis of the quality of the Senior essay in light of the student's entire academic record.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that a student's fulfillment of the American Studies course requirements, combined with a cumulative student-advisor relationship culminating in a Senior essay, provides for a range of performance in the field of American Studies sufficiently sustained to enable the Department to evaluate each student's achievement in the field.

11. Revolution and Counter-Revolution: Shays' Rebellion and the Making of the Constitution. Two hundred years ago, in an outburst of popular anger against the financial policies of the state, farmers in Amherst and surrounding towns launched an armed uprising against the Commonwealth of Massachusetts. That movement, known as Shays' Rebellion, expressed widespread frustrations everywhere with the outcome of the American Revolution. It laid bare the bitter conflicts between social groups in the new republic and the precariousness of the post-war political order. In its wake, prominent leaders in the Patriot elite intensified their campaign for a powerful central government, capable of curbing the "democracies" in the states. Unlike Shays' Rebellion, which was easily suppressed, the crusade for national order triumphed with the adoption of the Constitution of the United States in 1787-88.

To mark the bicentennials of Shays' Rebellion and of the U.S. Constitution, we will explore the revolutionary upheaval of American politics and society in the first decade of independence. Focusing on the struggle to define and control the legacy of the revolution, we will study the making of republicanism in the states and the successful movement to replace the loose Articles of Confederation with a national Constitution. Shays' Rebellion will receive close attention, as a case study of agrarian rebellion in a countryside undergoing radical unsettlement. This effort will take us into popular religion (e.g., Ethan Allen's deism, the rise of the Shakers, camp-meetings and revivals), family life and the challenge to patriarchy, the establishment of Afro-American communities, and the assertions of rural culture (fiddling, dancing, gambling, and fighting) on the frontier. We will look, too, at the way of life of elites, North and South, encompassing the countinghouse and the plantation, and attending to the rapid spread of English cultural forms like the novel and the theater among such circles. Through all these forays, we will be asking what the American Revolution meant for peoples' values and lives. But we will also need to comprehend the uncertain situation of the new republic in a mercantilist world of nations and the real economic and military difficulties that entailed. Within this broad context, we will read the debates between Federalists and Anti-Federalists over the Constitution and evaluate what was lost and what was gained in the establishment of the new national government. The course will conclude with a brief look at the impact of the American Revolution and Constitution abroad and with the legacy of 1787 to the present.

First semester. The Department. This course will be offered again in fall 1987. Because the course topic changes every two years, students may elect American Studies 11 twice for credit.

12. The South as a Literary Landscape. An intensive investigation of the South as an imagined world. For much of the course we will concentrate on Mississippi writers, folk artists, and musicians. Stories and novels by William Faulkner, Richard Wright, and Eudora Welty, and biographical materials about them, will provide the major texts for the course. We will also work with films, oral interviews, blues, jazz, and religious music, studies of local communities, and geography in order to create as rich a sense as possible of the milieu out of which these writers came. The course will end with a study of the civil rights movement as a phenomenon emerging from local and folk history, music, and survival invented by and used by black people all across the South. Here, also, our primary focus will be on Mississippi, not on the movement as a whole.

Second semester. The Department. Because the course topic changes every two years, students may elect American Studies 12 twice for credit.

68. Seminar in American Civilization: The Embodied Self in American Culture. A seminar for majors in American Studies and others interested in American culture. An interdisciplinary and methodologically diverse examination of historical changes in American conceptions of the physical self. Topics will include "manners," health, hygiene, and fitness, aesthetic ideals, sports, and fashion.

Required for American Studies majors in their Junior year. Limited to twenty-five students. Second semester. Professor Gross.

Culture and Community: The Worlds of Emerson, Dickinson, and Thoreau. See History 55.

Not open to Freshmen. Limited to twenty students. First semester. Professor Gross.

Twentieth-Century America. See History 56.

Second semester. Professor Hawkins.

Seminar in Southern History. See History 57.

First semester. Professor Hawkins.

The Rise of Mass Culture. See History 58.

Second semester. Professor Couvares.

Nineteenth-Century America: The Emergence of a Modern Society. See History 59.

First semester. Omitted 1986-87. Professor Couvares.

Nineteenth-Century America: The Response to Industrialism. See History 60.

Second semester. Omitted 1986-87. Professor Gross.

American Diplomatic History I. See History 61s.

Second semester. Omitted 1986-87. Professor Levin.

American Diplomatic History II. See History 62.
Second semester. Omitted 1986-87. Professor Levin.

American Diplomatic History III. See History 64.
Not open to Freshmen. Second semester. Professor Levin.

American Intellectual History: Topics in Current American Constitutional History. See History 63.
Open to Juniors and Seniors with consent of the instructor. Limited to eighteen students. First semester. Professor Commager.

Labor in America. See History 65.
First semester. Professor Couvares.

Seminar in American Educational History. See History 66.
Limited to fifteen students. Second semester. Omitted 1986-87. Professor Hawkins.

Seminar in Recent American History. See History 67s.
Second semester. Professor Hawkins.

Seminar in American Intellectual History: The Bill of Rights. See History 68f.
Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Science and Society in Modern America. See History 82.
Second semester. Omitted 1986-87. Professor Servos.

Topics in the History of Science, Technology and Medicine. See History 83s.
Second semester. Omitted 1986-87. Professor Servos.

American Men's Lives. See English 25.
Not open to Freshmen except with consent of the instructor. First semester. Professor Townsend.

Twentieth-Century American Poetry. See English 53.
Limited to thirty students. First semester. Omitted 1986-87. Professor Sofield.

Modern Satiric Fiction. See English 58f.
Not open to Freshmen. English 11 recommended. First semester. Omitted 1986-87. Professor Pritchard.

Studies in American Literature. See English 61 and 62.
First and second semesters. Professor O'Connell.

American Regions: Their Literature and Culture. See English 64.
English 61, 62, 67 or 68 recommended. Second semester. Omitted 1986-87. Professor O'Connell.

Literature of the Civil Rights Movement. See English 65s.
Limited to twenty-five students. Second semester. Omitted 1986-87. Professor Townsend.

Jewish Writers in America. See English 66.
Not open to Freshmen. Limited to twenty students. Second semester. Professor Guttmann.

The Emergence of an American Literature. See English 67.
Not open to Freshmen except with consent of the instructor. First semester. Professor Guttmann.

American Literature After the Civil War. See English 68.
Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

Readings in American Literature. See English 70f.
Not open to Freshmen. Limited to twenty students. First semester. Omitted 1986-87.

Studies in Classic American Film. See English 71.
Requisite: English 19 or another film course, or consent of the instructor. Not open to Freshmen. First semester. Professor Cameron.

Contemporary American Film. See English 79.
Requisite: English 19 or another film course. Not open to Freshmen. First semester. Omitted 1986-87. Professor Cameron.

Contemporary Cultural Studies. See English 80.
Not open to Freshmen. Limited to twenty-five students. Second semester. Professor DeMott.

Democracy, Culture and the Mass Media. See English 81.
Not open to Freshmen. Sophomores may take the course with consent of the instructor. Limited to twenty-five students. First semester. Omitted 1986-87. Professor O'Connell.

American Social Structure. See Sociology 12.
Second semester. Professor Himmelstein.

The Family. See Sociology 17s.
Second semester. Professor Dizard.

Sport and Society. See Sociology 22.
Second semester. Professor Guttmann.

Contemporary Conservatism in America: The Rise and Future Prospects of the New Right. See Sociology 27s.
Second semester. Professor Himmelstein.

Social Change. See Sociology 30.
Open to Juniors and Seniors with consent of the instructor. Second semester. Professor Dizard.

Introduction to African-American Music. See Black Studies 22.
Second semester. Professor Tillis.

Introduction to African-American Poetry. See Black Studies 34.
Second semester. Professor Rushing.

Short Fiction from the Black World. See Black Studies 35.
First semester. Omitted 1986-87. Professor Rushing.

Images of Black Women. See Black Studies 40.
Second semester. Professor Rushing.

The Life and Writing of W.E.B. DuBois: See Black Studies 41.
First semester. Professor Meade.

The Concept of the Ghetto. See Black Studies 44.
Second semester. Omitted 1986-87.

Introduction to Black Religion. See Black Studies 47.
First semester. Omitted 1986-87.

The 1960s Revisited. See Black Studies 49.
First semester. Professor Strickland.

The American Economy. See Economics 24f.
Requisite: Economics 11. First semester. Omitted 1986-87.

The Regulated American Economy. See Economics 25s.
Requisite: Economics 14 or 24. Second semester. Omitted 1986-87.

American Economic History. See Economics 28f.
Requisite: Economics 11. First semester. Omitted 1986-87. Professor Aitken.

Musical Culture in the United States. See Music 27.
First semester. Omitted 1986-87. Professor Reck.

Topics in Popular Musical Culture: The Beatles and Their Age. See Music 28.
Requisite: Music 11 or 11s, some knowledge of music notation, or consent of the instructor. Limited to twenty students. Second semester. Professor Reck.

The American Presidency. See Political Science 20.
Second semester. Professor Dumm.

American Government. See Political Science 21.
First semester. Omitted 1986-87. Professor Sarat.

Law, Politics and Society. See Political Science 22.
Second semester. Professor Sarat.

Political Obligations. See Political Science 23s.
Second semester. Professor Arkes.

Congressional Politics. See Political Science 29.
First semester. Professor Dumm.

Parties and Elections. See Political Science 31s.
Second semester. Omitted 1986-87. Professor Dumm.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy, and "Equal Protection of the Laws." See Political Science 42.
Second semester. Omitted 1986-87. Professor Arkes.

Seminar in Constitutional Law. See Political Science 58.
Requisite: Courses in law or political theory. Admission with consent of the instructor. Limited enrollment. Second semester. Professor Arkes.

American Religious History I. See Religion 33.
First semester. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Professor Wills.

Christian Ethics. See Religion 49s.
Second semester. Omitted 1986-87. Professor Wills.

American Studies 77, 78. Senior Honors.

American Studies 97, 98. Special Topics.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb, Bateson*, Dizard and Pitkin; Associate Professor Gewertz (Chair); Assistant Professors Fingrutd, Goheen, Himmelstein, Lewis, Rothenberg*, and Smith.

The Anthropology and Sociology program is designed to complement the work of the other disciplines in the social sciences by bringing to bear the specific resources of each upon the understanding of man and woman in society and culture. Emphasis is placed upon traditional as well as upon modern societies and upon people in the past as well as in the present.

Major Program: Students majoring in the department will be able to emphasize either an Anthropology or Sociology curriculum. In the first instance students will normally take (although not necessarily in this order) Sociology 11 or 12, or Sociology 25, Anthropology 11, 12 and Anthropology 23, and four additional courses approved by the Department. Candidates for degrees with Honors will include Anthropology 77, 78.

Those who pursue a Sociology curriculum will normally take Anthropology 11 or 12, or Anthropology 23, Sociology 11, 12 and Sociology 25, and four additional courses approved by the Department. Candidates for degrees with Honors will include, as Seniors, Sociology 77, 78.

There will be an oral comprehensive examination in the second semester.

Interdepartmental majors in combination with a number of other fields may be arranged for Honors candidates.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archeology and the prehistoric record.

First semester. Professor Goheen.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Lewis.

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*On leave 1986-87.

21. Indian Civilization: Traditional India. A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

First semester. Professor Babb.

23s. History of Anthropological Thought. An examination of the development of the anthropological tradition from the late nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Not open to Freshmen. Second semester. Professor Gewertz.

26. African Cultures and Societies. This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Second semester. Professor Goheen.

27s. Peoples and Cultures in the Middle East. An examination of the ethnography of the Middle East provides an opportunity to relate the diversity arising from different ethnic traditions (approached in terms of the three major language families represented, Semitic, Indo-European, and Ural-Altaic) to different ecological adaptations— those of the city, the nomadic tribe, and the village.

Second semester. Omitted 1986-87. Professor Bateson.

28. East Asian Medical Systems. A survey of the medical concepts, practices, and problems of East Asia. After introducing traditional Asian medicine, the course will deal with the interaction of plural medical systems and social institutions in Taiwan, the People's Republic of China, Japan, and Korea. Consideration will be given to such issues as shamanism and magical healing, culturally specific syndromes and therapies, alcoholism and drug dependency, and systems of health care delivery.

Second semester. Omitted 1986-87. Professor Smith.

31s. Anthropological Approaches to the Study of Religion. An examination of anthropological theory and method relating to the analysis of systems of religious belief and practice.

Not open to Freshmen. Second semester. Professor Babb.

33. Departmental Colloquium in the Nature of Deviancy. Designed to illuminate our understanding of particular kinds of alleged deviant behavior, such as that of homosexuals, criminals, the insane, in the light of social science theory. Students may earn credit for Sociology 33 or Anthropology 33, but not for both.

First semester. Professor Pitkin.

36. Culture and Personality. An examination of theoretical and methodological issues concerning the relationship between models of mental structure, consciousness and social structure. Primary emphasis will be on the theories of Freud and Marx. One two-hour seminar per week.

Admission with consent of the instructor. Second semester. Professor Pitkin.

39. Psychological Anthropology. This course will combine a reading of classic works in psychological anthropology with brief field exercises in qualitative methods of observation and thematic analysis.

First semester. Omitted 1986-87. Professor Bateson.

41. East Asian Legal Systems. An introduction to the law and legal institutions of traditional and contemporary China, Japan, and Korea. Beginning with the aspects of traditional Chinese thought and institutions important to an understanding of law in present day East Asian societies, the course will examine patterns of change and elements of stability in East Asian legal culture. The basic framework—both formal and informal—within which disputes are resolved in each society will be considered, with particular emphasis on mediation. Materials from Taiwan, the PRC, North and South Korea, and Japan will be compared as students explore how other legal systems solve economic, social, and political problems.

First semester. Professor Lewis.

43. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such "economic facts" as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

First semester. Professor Goheen.

44f. Language and Culture. Every human culture includes and depends upon language, and language is in some ways the most systematically describable major cultural system. As a result, linguistics has been regarded as one of the four subfields of anthropology and there has been a lively tradition of speculation about influences between language and other cultural systems and about structural similarities and their implications for theory and method. This course will review the history of thinking on the language-culture relationship and provide an introduction to the field of anthropological linguistics.

First semester. Omitted 1986-87. Professor Bateson.

77, 78. Senior Honors.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

RELATED COURSES

The Anthropological Study of Gender and the Problem of Universals. See Bruss Seminar 11.

Open to Freshmen with consent of the instructor. Enrollment limited to twenty students. First semester. Professor Gewertz.

Children: Reproducing the Future. See Bruss Colloquium 12.

Open to Juniors and Seniors (and Sophomores with consent of one of the instructors). Second semester. Professors Gewertz and Olver.

Introduction to Asia. See Asian Studies 11s.

Second semester. Professors Babb and Moore.

Sociobiology. See Biology 14.

Second semester. Professor Zimmerman.

The Concept of the Ghetto. See Black Studies 44.

Second semester. Omitted 1986-87.

Introduction to Black Religion. See Black Studies 47.

First semester. Omitted 1986-87.

Religion and Art in Africa. See Religion 25.

First semester. Professor Pemberton.

Sociology

11. Person and Society: An Introduction to Sociology. Beginning with the fundamental and age-old question "How is social order possible?" we will examine the ways in which groups form and elaborate distinctive codes—norms, roles and values—as well as the ways groups exert control over members' behavior. In pursuing this question, we will necessarily encounter a second fundamental issue: "What is human nature?" Is there a fixed human nature or are humans shaped by the social order? We will consider theories that stress primacy of the social order or the primacy of the individual as well as the interactionist approach which asserts that social order and human nature are products of constant interaction between the person and the society. Our analyses of these classical concerns will set the stage for an examination of more contemporary issues in sociology such as institutional sexism and racism and the bases of collective action.

First semester. Professor Dizard.

12. American Social Structure. The social structure in which we live shapes our life chances, actions, and ideas. With this in mind, we shall attempt to identify the central features and master trends of American social structure. We shall be concerned with the nature of economic and political power, the changing role of the family, and the fundamental themes of American culture. We shall also examine the major bases of inequality in American life—class, race, and gender—and the ways in which they mediate the impact of social structure on individual lives. Finally, we shall ponder the notion of social structure itself and the image of human nature it implies.

Second semester. Professor Himmelstein.

17s. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

Second semester. Professor Dizard.

22. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contests, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Second semester. Professor Guttmann.

25. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

26. Modern Sociological Theory: The New Classics. Although the classic sociological thought of the nineteenth and early twentieth centuries dealt with many important issues, it said little about several others. Some issues, like race, gender, and imperialism, were simply overlooked; others, like revolution in less developed countries, fascism, and advanced capitalism, became issues only after 1920. We shall examine these and other issues that have preoccupied twentieth-century social thought by reading one seminal work with regard to each—works that are vital starting points and sources of continuing insight. We shall be concerned, in short, with the "new classics" of sociology. Tentative assignments include Beauvoir, *The Second Sex;* Trotsky, *The Russian Revolution;* Moore, *The Social Origins of Dictatorship and Democracy;* Baran, *The Political Economy of Growth.*

Not open to Freshmen. Second semester. Omitted 1986-87. Professor Himmelstein.

27s. Contemporary Conservatism in America: The Rise and Future Prospects of the New Right. American politics and ideology have clearly moved to the "right" in recent years. Informed by relevant sociological perspectives, we shall examine this resurgent American conservatism as a social movement, a political force, and an ideology. By identifying its various components and placing them in historical context, we shall seek to make sense of the Reagan Administration, the New Right, intellectual neoconservatism, the politicization of evangelical Christians, and the new corporate activism. We shall make extensive use of newspapers, journals, and other contemporary materials to keep track of the changing fortunes of the Right.

Second semester. Professor Himmelstein.

28. Socialization and Social Control Throughout the Life Cycle. Socialization is the process by which individuals are, in effect, inducted into a social group, acquiring the aptitudes, values, and customs of the group. Most research has been devoted to a study of the socialization of the young but, in fact, socialization is an on-going process, a more-or-less constant learning and adapting to social expectations. Of course the individual is never fully socialized: invariably some social demands are resisted or rejected. This course will trace the socialization process through the life cycle, emphasizing the critical turning points, such as the taking on of adult work roles, marriage, and retirement. In addition to considering the general implications of early childhood socialization for adult character, we will pay particular attention to the processes of gender role socialization and political socialization.

Second semester. Omitted 1986-87. Professor Rothenberg.

30. Social Change. Much change, to paraphrase Marx, goes on behind people's backs. The purpose of this seminar is to explore several theoretic frameworks, classical and contemporary, that help us see what is going on "behind our backs." The early meetings of the seminar will be devoted to developing an understanding of the most prominent theories, principally those of Marx and Parsons and their respective followers, in order that we might then proceed to our own analyses of selected instances of change or aborted change. The range of topics we will explore will include revolution, reform, modernization, social movements, and social decay. Readings will include monographic studies as well as theoretical texts. Students will be expected to prepare seminar presentations as their work progresses through the semester. One two-hour seminar per week.

Open to Juniors and Seniors with consent of the instructor. Second semester. Professor Dizard.

31. Sociology of Education. Most students will have spent nearly 15,000 hours in educational institutions by the time they graduate from high school. How much of an impact *do* schools have on people? How does the structure of the institution affect what happens to students? In the long run, does all this schooling make any difference? This course will examine the role of education and the structure of educational institutions (including colleges and universities) in American society. The process by which skills, cultural norms, and cultural values are transmitted will be studied. Also, the distribution of educational opportunity will be explored. These issues will be dealt with at the level of the classroom, the school, and the community. The latter part of the course will focus on school desegregation and the creation of change in the educational system.

First semester. Omitted 1986-87. Professor Rothenberg.

33. Departmental Colloquium in the Nature of Deviancy. Designed to illuminate our understanding of particular kinds of alleged deviant behavior, such as that of homosexuals, criminals, the insane, in light of social science theory. Offered as Anthropology 33.

First semester. Professor Pitkin.

35. Lesbian Existence and Social Place. In this course we will use our sociological imagination to look at lesbian existence. Exercising special care to avoid voyeurism, we will regard lesbians as composing a social group that, like other social groups, has to negotiate its place within a social order if it is to survive. We will examine the kinds of relationships lesbians have with various sociocultural institutions such as the family, the economy, politics and religion. We will also explore the nature of lesbians' personal and collective identity, the portrayal of lesbians by the media, the social construction and social cost of prejudice and discrimination, the role of lesbians in the women's movement, and the relationship of gay women to gay men.

First semester. Professor Fingrutd.

36. **Feminist Issues.** In this course we will investigate eight issues of social importance to women today: biological determinism, sexuality, reproduction and reproductive technology, pornography, work, poverty, racism, and radical feminism. We will pay particular attention to the manner in which different perspectives on each issue embody alternative conceptions about women's nature, women's social life, and the possibility of altering gender relationships in society.

Second semester. Professor Fingrutd.

37. **Feminist Theory.** This course will concentrate on the opposition between male and female which has appeared throughout history. We will begin by reading feminist theorists of the nineteenth century who claim either that men and women have the same of have fundamentally different orientations toward social life. We will examine how these perspectives have developed and have affected the theories of modern feminists. Throughout, we will be asking whether real differences in orientation toward social life exist between men and women and, if so, what significance these differences have for the relationship between men and women and for the organization of society. The course will conclude with a discussion of the possibilities for the expression of gender in the future.

First semester. Professor Fingrutd.

38. **Language and Society.** This course aims to develop a well-trained "sociological ear" by examining the extent to which language and speech affect individual consciousness, social interaction and social structure. We will explore theoretical ideas about the role of language in society from the works of Habermas, Wittgenstein, Goffman, Bernstein and others, and will examine sociolinguistic research in the areas of gender, politics, education, and cross-cultural communications. Finally, we will develop techniques of discourse analysis that will enable us to do our own analyses of verbal and written texts.

Second semester. Professor Fingrutd.

39. **Sociology of Conflict and Conflict Resolution.** In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical

approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between hostile parties. Finally, we will apply what we have learned to an analysis of the arms race between the U.S. and U.S.S.R. and various proposals for reducing tensions between the two superpowers.

Requisite: Sociology 11 or 12 or 25; or Anthropology 11 or 12 or 23; or consent of the instructor. First semester. Omitted 1986-87. Professor Dizard.

42. Youth, Youth Culture, and Youth Serving Institutions. As individual societies develop and as the division of labor is elaborated, the transition to adulthood becomes protracted, and a clearly defined social stratum, youth, emerges. Though a transitional status, youth nonetheless has come to be a quite distinctive social category, often evincing distinctive norms and politics. In this seminar we will analyze the significance of youth—their culture and the institutions that have emerged to define and serve them. Topics will include: student movements, education and youth culture, generational conflict, and stratification of youth by race, sex, and social class. The readings will include novels and autobiographies as well as sociological and historical analyses.

Second semester. Omitted 1986-87. Professor Rothenberg.

Sociology 77, 78. Senior Honors.

Sociology 97, H97. 98, H98. Special Topics.

RELATED COURSE

The Causes and Control of Violence. See Psychology 46f.

Requisite: Written consent of either instructor. Limited to thirty students. Not open to Freshmen. First semester. Omitted 1986-87.

ASIAN LANGUAGES AND LITERATURES

Assistant Professors Mizenko (Chair) and Otake, Five College Assistant Professors Chu and Jiyad, Assistants.

Although the Department does not offer a major program, students who are interested in pursuing work in this field are urged to consider majoring in Asian Studies.

Advanced courses in Asian languages are available through Five College interchange registration. These courses, as well as other courses in Asian literatures, are listed in the Five College Asian Studies brochure available at the department office. Students should also consider participating in the Associated Kyoto Program and other overseas programs for intensive study of language and culture. For further information, see the Asian Studies listing in this catalog.

1. Elementary Japanese I. The course will provide an introduction to the basic patterns and pronunciation of modern Japanese. Attention will be given to developing skills of listening, speaking, reading, and writing the kana syllabary and basic Chinese characters (kanji).The frequent use of audio-visual materials will aid students in learning the language in a socio-cultural context. Four class meetings per week plus a drill section and individual work in the language laboratory.

First semester. Professor Otake.

2. Elementary Japanese II. A continuation of Asian Languages and Literatures 1. The course will emphasize mastery of patterns used in daily conversation and will employ written materials introducing more kanji. An important aim of the course will be to provide a deeper understanding of the socio-cultural background of modern Japanese. Four class meetings per week plus a drill section and individual work in the language laboratory.

Requisite: Asian Languages and Literatures 1 or equivalent. Second semester. Professor Otake.

3. Intermediate Japanese I. Oral practice, grammar, reading and composition are stressed to increase comprehension. Students at this level will become able to handle most everyday situations which they might encounter in Japan. The *Kyoiku-kanji* (881 Essential Characters) will be introduced to increase reading ability. Four class hours per week plus individual work in the language laboratory.

Requisite: Asian Languages and Literatures 2 or equivalent. First semester. Professor Mizenko.

4. Intermediate Japanese II. A continuation of Asian Languages and Literatures 3. By the end of this course, students should have a command of the basic structure of the Japanese language and should be prepared to begin to read newspapers and other contemporary materials. Development of conversational skills will continue to be emphasized, and the class will be conducted mostly in Japanese. Four class hours per week plus individual work in the language laboratory.

Requisite: Asian Languages and Literatures 3 or equivalent. Second semester. Professor Mizenko.

5. Elementary Chinese I. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Classwork is supplemented by laboratory periods which include practice with language tapes and video tapes. Three class meetings and two language labs per week.

First semester. Professor Liang (Mount Holyoke College).

6. Elementary Chinese II. A continuation of Asian 5. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Three hours of class work per week are supplemented by laboratory periods which include practice with language tapes and video tapes.

Requisite: Asian Languages and Literatures 5 or equivalent. Second semester. Professor Liang (Mount Holyoke College).

7. Intermediate Chinese I. This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. By the end of the term the student will have a command of 700 characters. Four class hours plus two hours of work in the language laboratory per week.

Requisite: Asian Languages and Literatures 6 or equivalent. First semester. Professor Chu.

8. Intermediate Chinese II. A continuation of Asian Languages and Literatures 7. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. By the end of the term the student will have a command of 1,000 Chinese characters. Four class hours plus two hours of work in the language laboratory per week.

Requisite: Asian Languages and Literatures 7 or equivalent. Second semester. Professor Chu.

9. Elementary Arabic I. Omitted 1986-87 at Amherst College. Offered by Professor Jiyad as AS130 at Mount Holyoke College. Also offered by Professor Haydar as FL105 at Hampshire College and Arabic 126 at University of Massachusetts.

First semester. (To be offered at Amherst College 1987-88.)

10. Elementary Arabic II. Omitted 1986-87 at Amherst College. Offered by Professor Jiyad as AS131 at Mount Holyoke College. Also offered by Professor Haydar as FL106 at Hampshire College and Arabic 146 at University of Massachusetts.

Second semester. (To be offered at Amherst College 1987-88.)

13. Classical Japanese Literature. An introduction to the classical literature of Japan in English translation from the age of the Manyō poets (fifth through eighth centuries) through the Genroku period (late seventeenth to early eighteenth centuries). The course is divided into two parts. In the first, the focus will be on the poetic tradition—including the forms of the chōka, tanka, renga and haiku—which constitutes the foundation of classical Japanese literature. In the second, works in other genres, such as fiction, essays and drama, will be considered. The course is organized in this manner because an understanding of the literary tradition is impossible without exposure to classical lyrical poetics. Among the works to be read and discussed are the poetry anthologies, including the *Manyōshū* and *Kokinshū;* works of prose such as the *Tale of Genji*, the *Tale of the Heike*, the *Pillow Book*, *Essays in Idleness*, and diaries; plays from the Nō and puppet theaters; fiction by Saikaku, and poetry by Bashō. Three class hours per week.

First semester. Omitted 1986-87. Professor Mizenko.

15s. Modern Japanese Literature. An introduction to the post-classical literature of Japan, from the mid-Edo period (eighteenth century) through the Second World War. The period covered in this course saw two major developments: the emergence of a new middle-class audience for literary works in the Edo period, and the creation of a new, Western-influenced literature beginning in the Meiji period (late nineteenth century). Among the writers whose works will be read and discussed are Ueda Akinari, Futabatei Shimei, Mori Ōgai, Natsume Sōseki, Tanizaki Junichirō, Shiga Naoya, Nagai Kafū, Akutagawa Ryūnosuke, and Kawabata Yasunari. There will also be consideration of works of poetry, drama, film, and criticism. All readings in English translation. Three class hours per week.

Second semester. Professor Mizenko.

22. The Narrative Arts of Postwar Japan. The rapid growth and often turbulent change of postwar Japan has been accompanied by a flourishing of the literary and cinematic arts, whose producers represent a variety of perspectives; leftist, rightist, existentialist, traditionalist, and feminist, among others. In 1986-87, the course will focus on women and their relationships with men and the family, as portrayed in film, literature, and popular media such as television and *manga* (comics). The granting of equal rights for women by the postwar constitution helped direct the attention of writers and filmmakers to a reexamination of women's traditional position in history and to an analysis of the complexities of their lives in contemporary Japan. While feminist attitudes began to appear in writing by women and films by sympathetic male directors, the dismantling of censorship also had the effect of unleashing the exotic fantasies of many male writers. Works from these and other approaches will be studied, including films by Ozu Yasujiro, Kurosawa Akira, Mizoguchi Kenji, and Naruse Mikio, and literary works by such women writers as Ariyoshi Sawako, Enchi Fumiko, and Kurahashi Yumiko, and such male writers as Dazai Osamu, Tanizaki Jun'ichiro, and Kawabata Yasunari. All readings are in English translation, and all films are subtitled. One class meeting per week plus film screenings.

Second semester. Professor Mizenko.

ASIAN STUDIES

Advisory Committee: Professors Babb (Chair), Bateson*, Moore, Petropulos, and Thurman; Associate Professors Dennerline† and Reck; Assistant

Professors Basu*, Mizenko and Morse*; Assistant Professor Otake; Five College Assistant Professors Lewis and Smith.

Major Program. The Department of Asian Languages and Literatures and the interdepartmental committee on Asian Studies offer a major program which is designed to give the student a framework within which to formulate an interdisciplinary program focusing on Asian civilization and culture. Majors are expected to integrate perspectives offered by the social sciences and humanities in a program of study which emphasizes some major dimension of the experience of Asian peoples.

Requirements: Asian Studies 11 is required of all majors and is normally taken by the Junior year. When declaring a major, the student will design an integrated program of study in consultation with a member of the Asian Studies Advisory Committee. The program must include eight additional courses on Asia beyond first-year language courses and should have a geographic focus on East, South, Southeast or West Asia. At least two of the eight required courses must deal with an area or areas of Asia other than that of the student's major geographic focus. Majors must complete by the seventh week of the second semester of the senior year a comprehensive examination administered by two members of the Committee. In addition, as one of the required eight courses every major will be expected to undertake an independent project in Asian Studies 77. Students who wish to be candidates for Honors must submit a thesis proposal to the Committee for its approval and, in addition to the required eight courses, enroll in Asian Studies 78.

Study Abroad. The Committee supports a program of study in Asia during the Junior year as a means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Studies majors are therefore encouraged to spend at least one semester during the Junior year pursuing a plan of study which has the approval of the Committee. Students concentrating on Japan, and in the process of completing at least first-year Japanese, should apply for admission to the Associated Kyoto Program (AKP), at Doshisha University in Kyoto. Similar arrangements can be made in consultation with members of the Committee for students who wish to study in Taiwan, China, India or Egypt.

Five College Courses. In developing a program of study majors should consider courses offered throughout the Five Colleges as well as at Amherst. A list of such courses is contained in an Asian Studies brochure available from the Registrar's office.

11s. Introduction to Asia. This course provides a window into three separate cultures: those of India, China, and Japan. The purpose is not to

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*On leave 1986-87.
†On leave first semester 1986-87.

present a comprehensive survey of the histories of these civilizations, but to isolate and focus on topics and themes that will demonstrate some of the ways in which Asian peoples have defined, and then drawn upon or rejected, their cultural heritage. The course is divided into two parts. In the first, we will consider certain major aspects of the traditional religious thought, aesthetics, and social and political doctrines of each culture. In the second half, the focus will be on topics that help to show how the people of these civilizations have dealt with Western influence and modernization. We will use original texts or reconstructions wherever possible.

Second semester. Professors Babb and Moore.

Elementary Japanese I. See Asian Languages and Literatures 1.

First semester. Professor Otake.

Elementary Japanese II. See Asian Languages and Literatures 2.

Requisite: Asian Languages and Literatures 1 or equivalent. Second semester. Professor Otake.

Intermediate Japanese I. See Asian Languages and Literatures 3.

Requisite: Asian Languages and Literatures 2 or equivalent. First semester. Professor Mizenko.

Intermediate Japanese II. See Asian Languages and Literatures 4.

Requisite: Asian Languages and Literatures 3 or equivalent. Second semester. Professor Mizenko.

Elementary Chinese I. See Asian Languages and Literatures 5.

First semester. Professor Liang.

Elementary Chinese II. See Asian Languages and Literatures 6.

Requisite: Asian Languages and Literatures 5 or equivalent. Second semester. Professor Liang.

Intermediate Chinese I. See Asian Languages and Literatures 7.

Requisite: Asian Languages and Literatures 6 or equivalent. First semester. Professor Chu.

Intermediate Chinese II. See Asian Languages and Literatures 8.

Requisite: Asian Languages and Literatures 7 or equivalent. Second semester. Professor Chu.

Elementary Arabic I. See Asian Languages and Literatures 9.

First semester. Omitted 1986-87 at Amherst College.

Elementary Arabic II. See Asian Languages and Literatures 10.

Second semester. Omitted 1986-87 at Amherst College.

Classical Japanese Literature. See Asian Languages and Literatures 13.
First semester. Omitted 1986-87. Professor Mizenko.

Modern Japanese Literature. See Asian Languages and Literatures 15s.
Second semester. Professor Mizenko.

The Narrative Arts of Postwar Japan. See Asian Languages and Literatures 22.
Second semester. Professor Mizenko.

Indian Civilization: Traditional India. See Anthropology 21.
First semester. Professor Babb.

Peoples and Cultures of the Middle East. See Anthropology 27s.
Second semester. Omitted 1986-87. Professor Bateson.

East Asian Medical Systems. See Anthropology 28.
Second semester. Omitted 1986-87. Professor Smith.

East Asian Legal Systems. See Anthropology 41.
First semester. Professor Lewis.

Chinese Civilization: An Historical Perspective. See History 43.
First semester. Omitted 1986-87. Professor Dennerline.

Class and Culture in Late Imperial China. See History 44.
Second semester. Omitted 1986-87. Professor Dennerline.

Modern China. See History 45s.
Second semester. Professor Dennerline.

Topics in Modern Chinese History. See History 46.
Second semester. Omitted 1986-87.

Japanese History to 1600. See History 47.
First semester. Professor Moore.

Japan Since 1600. See History 48.
Second semester. Professor Moore.

Topics in Modern Japanese History. See History 50f.
First semester. Professor Moore.

The Middle East from 600 to 1300 A.D. See History 51.
First semester. Omitted 1986-87. Professor Petropulos.

The Middle East from 1300 to the Present. See History 52.
Second semester. Professor Petropulos.

Arts of Japan. See Fine Arts 42.
Second semester. Omitted 1986-87. Professor Morse.

Arts of India. See Fine Arts 45s.
Second semester. Omitted 1986-87. Professor Morse.

Survey of Asian Art. See Fine Arts 46f.
First semester. Omitted 1986-87. Professor Morse.

Arts of China. See Fine Arts 48.
Second semester. Omitted 1986-87. Professor Morse.

Music of the Whole Earth. See Music 23.
First semester. Omitted 1986-87. Professor Reck.

Seminar in World Music: Music of East Asia. See Music 24f.
First semester. Professor Reck.

Politics in Third World Nations. See Political Science 24f.
First semester. Omitted 1986-87. Professor Basu.

Power and Powerlessness: Perspectives on Asian Women. See Political Science 47s.
Second semester. Omitted 1986-87. Professor Basu.

India and China: Ambiguities of Parliamentary Democracy and Communist Rule. See Political Science 56.
Admission with consent of the instructor. Second semester. Omitted 1986-87. Professor Basu.

Religious Traditions in Asia. See Religion 12.
Second semester. Professor Thurman.

Buddhist Scriptures. See Religion 23s.
Second semester. Professor Thurman.

The Indo-Tibetan Buddhist Tradition. See Religion 29.
First semester. Omitted 1986-87. Professor Thurman.

The Poetry of Enlightenment. See Religion 30.
Second semester. Omitted 1986-87. Professor Thurman.

Topics in Indian Philosophy. See Religion 62.
Second semester. Omitted 1986-87. Professor Thurman.

77. Senior Tutorial.
Required of all Senior majors. First semester. Members of the Committee.

78, D78. Senior Honors.
A continuation of Asian Studies 77, culminating in a substantial piece of writing which may be presented to the Committee for a degree with honors. Open to Senior majors with the consent of the Committee. Students intending to take this course should submit a proposal to the committee by the end of the sixth week of the fall semester, after consultation with their tutors in Asian Studies 77. Enrollment is contingent upon the acceptance of a partial draft by a committee of three readers, which will evaluate the thesis and make recommendations for honors. Second semester.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. Members of the Committee.

ASTRONOMY

Professors Dent, Goldsmith, Greenstein, Harrison, Irvine, Strom (Chair) and Van Blerkom; Associate Professors Arny, Dennis, Edwards*, Kleinmann, Kwan, Schloerb*, Tademaru and White; Assistant Professors Dickman, Snell and Young; Teaching Associate Jaworowska.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting beginning the week of September 8 for the fall semester and Thursday, January 29, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are Astronomy 21 and 22 plus three courses chosen from Astronomy 19, 20, 35, 37, 38, 43, 44; Physics 32 and 33; and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11 in the first semester of their Freshman year and Physics 32 in the second. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All

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*On leave 1986-87.

Astronomy majors must pass a written comprehensive examination in the second semester of their Senior year.

11s. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Students who are even considering majoring in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week.

Limited enrollment. Admission with consent of the instructor. Second semester. Professor Greenstein.

12f. Special Topics in Astronomy. (ASTFC) Recent developments in astronomy will be examined in a seminar format. Topics include formation of the solar system, planetary rings, space astronomy, stellar activity, binary stars, cataclysmic variables and extra-terrestrial life. Offered in alternate years. To be given at Smith College.

Requisite: Astronomy 11 and consent of the instructor. Limited to fifteen students. First semester. Omitted 1986-87. Professor Edwards.

13. The Solar System. (ASTFC) An introductory course dealing with civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than Astronomy 11 and intended for students who desire a deeper though still non-technical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the Earth and other planets. Same course as Astronomy 113 Honors, University of Massachusetts. To be given at the University of Massachusetts.

First semester. Professor Van Blerkom.

19. Planetary Science. (ASTFC) An introductory course in planetary science for physical science majors with an interest in the solar system. Survey of current knowledge of: the interiors, surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Special emphasis will be placed on the results of recent spacecraft missions. Two meetings per week. To be given at the University of Massachusetts.

Requisite: One semester of calculus and one semester of a physical science (physics, astronomy or geology). Some familiarity with physics is essential. First semester. Professor Dent.

20. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science. To be given at Smith College.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. Second semester. Professor Greenstein.

21. Stars and Stellar Evolution. (ASTFC) For students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars and black holes. Two ninety-minute lectures per week plus evening laboratories. Lectures to be given at Amherst College; laboratories to be given at Mount Holyoke College. Laboratories cover constellation identification; coordinates and astronomical measurements; pointing a telescope and astrophotography with small telescopes.

Requisite: Physics 32 (students unable to meet this requisite should consult with the department). First semester. Professor Arny.

22. Galactic and Extragalactic Astronomy. (ASTFC) For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, cosmic rays, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation and current theories of the origin and expansion of the universe. Two ninety-minute lectures per week plus computer laboratories. Lectures to be given at Amherst College.

Requisite: Physics 32 and an elementary knowledge of computer programming. (The Physics requisite may be taken concurrently.) Second semester. Professor to be named.

34. History of Astronomy. (ASTFC) Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth century (century of progress), and in the nineteenth century (century of evolution). Development in gravitational theory from ancient until modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical with emphasis on history and cosmology.

Second semester. Professor Harrison.

35s. Stellar Evolution and Nucleosynthesis. (ASTFC) The chemical elements of which we are made were formed by nuclear reactions billions of years ago in stars and in supernova explosions. This course details those processes by discussion of the following topics: principles of stellar structure; methods of constructing numerical models for stars; evolutionary sequences of models; the death of stars; comparison between model calculations and observations; the abundances and history of the chemical elements. Assignments include experiments with computer models. Astronomy background not required. Lectures to be given at Smith College.

Requisites: Mathematics 12 and Astronomy 21 or 22 or Physics 33. Second semester. Professor Dennis.

37. Astronomical Observation: Observational Optical Astronomy. (ASTFC) An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightnesses, temperatures, radii, masses, and chemical compositions of stars. Two ninety-minute lectures and one evening laboratory per week. Laboratories familiarize students with the 18-inch refractor and astrophotography; photoelectric photometry with the 16-inch reflector; spectroscopy and radial velocity determination with the 24-inch reflector. To be given at Smith College.

Requisite: Physics 33, Astronomy 21 and 22. Not open to Freshmen. First semester. Professor White.

38. Techniques of Radio Astronomy. (ASTFC) Introduction to equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Two lectures and laboratory. Laboratories familiarize students with radio spectroscopy; data collection and analysis using the computer controlled 21 cm wavelength laboratory telescope and the 14 meter diameter FCRAO radio telescope.

Requisite: Physics 33. Not open to Freshmen. Second semester. Professors Goldsmith and Snell.

43. Astrophysics I: Stellar Structure. (ASTFC) Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Two ninety-minute lectures per week. To be given at the University of Massachusetts.

Requisite: Physics 35. Open to Juniors and Seniors. First semester. Professor Kwan.

44. Astrophysics II: Relativistic Astrophysics. (ASTFC) An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical rigor, is sought wherever possible. The goal is immediate application of techniques learned to diverse astronomical phenomena. To be given at the University of Massachusetts.

Requisite: Astronomy 43. Open to Juniors and Seniors. Second semester. Professor Kwan.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. First and second semesters. The Department.

77, 78. Senior Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five-College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to Seniors. Required of Honors students. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

BIOLOGY

Professors George, Goldsby*, Hexter and Zimmerman (Chair); Associate Professors Poccia* and Williamson; Assistant Professors Ewald, Lovett Doust and Ratner.

The Biology curriculum is designed to maintain a balance between the needs of students preparing for postgraduate work in Biology or medicine, and the purposes of a liberal arts college.

Courses for Non-Major Students. Biology 14 and 18 are non-laboratory courses designed for students who are not majoring in the sciences and for those not majoring in Biology in particular. These courses are intended to introduce students to the subject matter of the biological sciences, with emphasis on scientific methodology and on man's place in nature. Although these courses may be elected by any student, they do not normally satisfy the major in Biology or the admissions requirements of medical schools.

Major Program. The requirements for the Biology major are designed to emphasize five areas of understanding and skill.

(1) *A knowledge of the basic scientific laws that apply to all of nature.* Requirements: Chemistry 11 and 12; Mathematics 11; Physics 16 and 17 or 32 and 33. Strongly recommended: Chemistry 21 and 22.

(2) *An appreciation of the particular questions that can be asked and answered through the study of living organisms.* Requirement: Biology 12 (Introductory Biology) may be waived by passing a placement examination.

(3) A knowledge of the general areas of modern life sciences. At least four of the following "core" courses must be taken: Biology 21 (Genetics), 22 (Developmental Biology), 23 (Ecology), 26 (Physiology), 29 (Cell Biology), and 32 (Evolutionary Biology). Beginning with members of the class of 1989, majors must include among their four core courses either Biology 21 or 29 and either Biology 23 or 32.

(4) *A mastery of some of the sophisticated techniques and approaches of modern life sciences.* Requirement: At least one advanced laboratory course, chosen from Biology 30 (Biochemistry), 35 (Neurobiology), and 38 (Animal Behavior). Please note physical science prerequisites for Biology 30 and 35.

(5) At least one seminar course, chosen from Biology 33 (Immunology), 43 (Seminar in Evolution), 44 (Seminar in Ecology), 52 (Seminar in Genetics), and 55 (Seminar in Cell Biology). Candidates for Honors in Biology may use Biology 77 to satisfy this requirement if they wish.

Specific requirements may be modified with approval by the Department. Advanced or specialized courses not offered here may be taken at the four neighboring institutions, and those courses may count toward the major with the approval of the Department. (Be sure to request such approval before enrolling.)

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*On leave 1986-87.

All majors must take a comprehensive examination during the Senior year. The examination may be oral, written, or a combination of both, as determined by the department.

Honors Program. Honors work in Biology is intended to offer an introduction to the purposes and methods of biological research. It is an excellent preparation for those students who wish to become professional scientists or who wish to acquire first-hand knowledge of the methods of modern science. Honors candidates must elect Biology 77 and D78 in addition to the other requirements.

The work for Honors consists of three activities: (a) an original investigation under the direction of some member of the staff, (b) participation in a seminar in which the candidate reports on recent literature dealing with current scientific investigations, and (c) preparation of a thesis on the candidate's original investigation.

12. Introductory Biology. An introduction to the questions, approaches, and materials of biological science. The diversity of organisms, the adaptive nature of their structure and function, the evolutionary basis of these adaptations, and the cellular and subcellular mechanisms of selected life processes. Four classroom hours and four hours laboratory per week.

Second semester. Professors George and Lovett Doust.

12f. Introductory Biology. Same description as Biology 12.

Limited enrollment. Preference to non-Freshmen. First semester. Professor Zimmerman.

14. Sociobiology. A study of why and how societies have evolved with emphasis upon carnivore, primate and human societies. After considering the relevant principles of population biology, evolution and animal behavior, the structure and evolution of societies will be discussed. With this background, several aspects of human social evolution will be considered, including the ecology of subsistence, differences between men and women, warfare, reciprocity and exchange, and the evolution of laws and justice. Three hours of lecture and occasional films per week.

Second semester. Professor Zimmerman.

18. Human Genetics. A study of the genetics of humans, including Mendelism, cytogenetics, the molecular basis of genetics, human biochemical genetics, mutation and population genetics. An understanding of these subjects will lead to a discussion of the ethics of and possibilities for genetic and biological engineering. One three-hour seminar meeting per week.

Not open to Freshmen. Not open to students who have had Biology 12 or its equivalent. Second semester. Professor Hexter.

21. Genetics. A study of the basic facts of heredity and a consideration of the various hypotheses for the action of genes in the control of cellular and multi-cellular processes. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12 and completion of, or concurrent registration in, Chemistry 11. Not open to Freshmen. First semester. Professors Hexter and Ratner.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 12. Not open to Freshmen. Limited to two sections of twenty-four students each. Second semester. Omitted 1986-87. Professor Poccia.

23. Ecology. A study of the relationships of plants and animals (including humans) to each other and to their environment. Emphasis will be placed on critical review and discussion of topics such as competition, predation, reproduction, and plant-animal interactions. General principles will be illustrated by lectures, selected films, laboratory and field work. Four classroom hours and one afternoon of laboratory or field work per week.

Requisite: Biology 12 or consent of the instructor. First semester. Professors Ewald and Lovett Doust.

26. Animal Physiology. Function, structure and regulation in biological tissues, organs, and organ systems. How organisms maintain their body form against gravity, manage food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, and process sensory information. How these activities are regulated by the nervous system and by hormonal controls. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12, Physics 16 or 32, and Chemistry 11. Not open to Freshmen. Second semester. Professor Williamson.

29. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Three classroom hours and four hours of laboratory per week.

Requisite: Biology 12 and completion of, or concurrent registration in, Chemistry 12. First semester. Professor Williamson.

30. Biochemistry. A study of the structure and function of biologically important molecules. Four classroom hours and four hours of laboratory work

per week. Offered jointly by the Departments of Biology and Chemistry.
Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for chemistry majors. Second semester. Professors Ratner and O'Hara.

32. Evolutionary Biology. A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macro-molecules and cell organelles, the evolution of behavior and societies, the fossil record of vertebrates and man, and the evolution of culture. Four classroom hours per week.
Requisite: Biology 12. Second semester. Professor Zimmerman.

33. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Four class hours per week.
Requisite: Biology 12 and either Biology 21, 29 or 30. Limited to twenty-four students. First semester. Omitted 1986-87. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.
Requisite: Biology 12, Chemistry 11, and either Physics 17 or 33. Limited to twenty-four students. First semester. Professor George.

38. Animal Behavior. Analyses of animal behavior emphasizing ecological and evolutionary approaches, but also incorporating psychological and ethological perspectives. Topics include procurement and allocation of resources, defenses against predation and parasitism; learning, decision making and behavioral development; cycles of behavior; deceptive versus honest communications; cooperation and altruism; courtship, mating systems, and parental care; sexual selection; aggression, rape, territoriality and dominance. Four classroom hours and four hours of laboratory per week.
Requisite: Biology 14 or 23 or 32, or consent of the instructor. Second semester. Professor Ewald.

43s. Seminar in Evolution. Interdisciplinary approaches to general topics in the field of evolutionary biology. The theme for 1987 will be the evolutionary ecology of symbioses. Topics will include cultural and technological influences on disease virulence; coevolution of defenses and counter-defenses; effects of transmission modes on host/symbiont coevolution; organelle evolution; and factors favoring evolution towards mutualism versus parasitism. Three hours per week.

Requisite: Biology 23 or 32, or consent of the instructor. Limited to sixteen students. Second semester. Professor Ewald.

44. Seminar in Ecology. A discussion of selected areas in ecology, including such subjects as plant reproductive strategies (maternity and paternity in plants and the significance of biotic interactions); plant population biology; philosophical issues in ecology; aspects of human ecology.

Requisite: Biology 23 or consent of the instructor. Second semester. Omitted 1986-87. Professor Lovett Doust.

53. Seminar in Molecular Genetics. A discussion of selected areas in molecular genetics, including such topics as: genomic complexity and rearrangements; processing of eukaryotic RNA; transcriptional promoters and enhancers; DNA-protein interactions; recombinant DNA techniques and applications; oncogenes. Three hours per week.

Requisite: Biology 21 or 30, or consent of the instructor. Limited to twelve students. First semester. Professor Ratner.

55. Seminar in Cell Biology. A study in depth of some aspect of cellular physiology. Topics may include membrane structure and function, cell motility, the organization of the cell skeletal systems, oncogenesis, subcellular organelle assembly, nuclear structure and cell cycle regulation. Three hours per week.

Requisite: Biology 29 or 30. First semester. Omitted 1986-87. Professor Williamson.

77, D78. Senior Honors. All Honors students will take these three courses. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research courses. Half or full course as arranged.

First and second semesters.

BLACK STUDIES

Professors Campbell (Chair) and Davis, Five College Professor Primus, Visiting Professor Crowder, Associate Professor Rushing.

Major Program. The Black Studies major is designed to give the student a framework within which to formulate a multidisciplinary program focusing on black history and culture in Africa as well as in the diaspora. To choose a Black Studies major is to make a commitment to study black people across the globe from as many perspectives as possible: history, politics, art, religion, literature, music, sociology, economics, traditional institutions and practices, and their interrelationships are among the approaches to be sought for a comprehensive knowledge of the subject. Mastery of the program demands a wide exposure to the geographical areas taught in the Department, and within the Five-College Black Studies Departments, a measure of critical ability within one or more of the disciplines and a creative integration of the perspectives offered by at least some of the disciplines under the humanities, the social sciences and history. At the end of the study, students are expected to have a new awareness of themselves, a sense of the historical processes that shaped their position in society today, and a sense of themselves in relation to others.

A Black Studies major program offers possibilities to students contemplating careers in law, education, business management, international relations, journalism, third world affairs, urban planning, public service, politics, creative writing, the academic world, and, indeed, medicine (among others). Premedical students interested, for instance, in tropical diseases, in traditional medicine, in ethnic-based diseases, may choose a coherent program to focus on research of this nature.

Requirements for the Major. All Black Studies majors will be required to take ten subjects. One of these must be Black Studies 11, Introduction to Black Studies, (Afro-Am 101, if taught at the University of Massachusetts), and this should normally be taken during the Freshman year. The other course is the Senior Honors 77. In addition, all majors will be expected to take one course each from within the humanities, the social sciences and history, and at least four from the area of concentration (e.g., a theme like Nationalism or Development or Racism in one or more of the areas studied), or from the discipline chosen for focus. The remaining course may be taken from the performing arts or from any of the disciplines.

Certain courses will be designated advanced by the Department, and these should be taken in the Junior or Senior year. They will be identified by the student's advisor and permission may be granted by the instructors of the courses to certain students who may wish to take these courses in the Sophomore year.

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*On leave 1986-87.

A major is normally declared at the beginning of the Junior year and the student should know that the Black Studies Department will always assist in planning his/her major program.

During their final semester at the College, majors will be examined by the Department for their general competence in the field of Black Studies.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: *a.* course-related work in local communities (e.g., Springfield); *b.* research and participation in communities elsewhere in the United States; *c.* study and work abroad (e.g., in Sub-Saharan Africa or the West Indies).

Honors Program. The Black Studies Honors Program consists of two or three semester courses of independent research (Black Studies 77, 78, D78) with a maximum of three research courses spread throughout the Junior and Senior years, or a Junior year abroad (Africa, Caribbean, or Brazil) may be substituted for them. Any Black Studies major who wishes to be considered for the degree with Honors must present an Honors thesis centering on a topic which he or she has worked on during research courses or while abroad.

11. Introduction to Black Studies. An interdisciplinary introduction to the basic concepts and literature in the disciplines covered by Black Studies. The course includes history, the social sciences and the humanities as well as a conceptual framework for investigation and analysis of Black history and culture. To be taught on each of the Five-College campuses on a rotating basis.

First semester. To be taught (Introduction to Afro-American Studies 101) at the University of Massachusetts.

22. Introduction to African-American Music. The main objective of this course will be to explore the syntactical, kinesthetic, and semantic bases of the three main styles of contemporary creative black music: inside, outside and indigenous forms. Inside refers to music based on tonality, such as modern popular music. Outside music will include the music of John Coltrane, Cecil Taylor and others. Indigenous music will include blues, spirituals, gospel music, etc. Theories of Joseph Schillinger, Henry Cowell, Vincent Persichetti, Nicolas Slonimski and others will be used to discover panethnic aspects of the music.

Second semester. Professor Tillis (University of Massachusetts).

24. Legacy: African Culture in the New World. This course will use a socio-anthropological approach to the journey of African-Americans from the great kingdoms and villages of Africa into the fields, streets, and cities of the United States and the Caribbean. A historical survey (1600-1986), it will analyse the role of dance, music, and song in Africa's New World diaspora. Its focus will be on the changing presentation of

African-based elements in music, theater, and dance.
Second semester. Professor Primus.

27. Peoples and Cultures of Africa. The anthropological study of the philosophy, culture traits, and values of African peoples, such as Ashanti, Berber, Bambara, Vai, Fon, Ibo, Hausa, Pygmies, Watutsi, Yoruba, Zulu, Xhosa, Dinka, and Masai. The course will make extensive use of visual materials such as masks, cloth, jewelry, and slide presentations.
First semester. Professor Primus.

34. Introduction to African-American Poetry. This course surveys the folk and formal poetry of the African-American experience. It is grounded in a study of sermons, spirituals, and the blues and goes on to close reading of such poets as Gwendolyn Brooks, Michael Harper, Robert Hayden, Langston Hughes, and Sterling Brown. Emphasis will be on themes, tone and imagery.
Second semester. Professor Rushing.

35. Short Fiction from the Black World. This course examines the short fiction of Africa, the United States, and the Caribbean. It pays particular attention to the thematic and stylistic continuities between oral and written story-telling traditions. The works analyzed will change yearly and include fiction by such writers as: Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Charles Chesnutt, Ralph Ellison, Alex LaGuma, Paule Marshall, James Alan McPherson, Grace Ogot, Richard Rive, Andrew Sakley, and Richard Wright.
First semester. Omitted 1986-87. Professor Rushing.

40. Images of Black Women. The course examines the spectrum of portraits of black women in fiction, drama, poetry, and autobiographies of the United States, Africa, Brazil, and the Caribbean by considering the changes and constants in socio-political matrix, roles portrayed, imagery, and tone. Among the authors studied are Ama Ato Aidoo, Zora Neale Hurston, Nurrudin Farah, Merle Hodge, Nancy Morejon, Paule Marshall, Toni Cade Bambara, and Marima Ba.
Second semester. Professor Rushing.

41. The Life and Writing of W.E.B. DuBois. This course surveys and assesses the work of the preeminent twentieth-century African-American intellectual. Special attention is paid to his pioneering sociological studies, his historical research, and his essays and creative writing. Viewing his life (1868-1963) through the prism of contemporary scholarship, the course will also consider his role as an organizer of the Niagara Movement, the NAACP, and the Pan-African Congresses.
First semester. Professor Meade (University of Massachusetts).

43. Black Americans in the Mass Media. This course will examine presentations of African-Americans in print journalism, radio and television, and commercial and documentary films. It will pay close attention to the relationship between *who* creates these public images and *how* the images shape cultural opinion. Students will be asked to consider their personal responses to these images in light of critical material on the subject.

First semester. Professor Cherry (University of Massachusetts).

44. The Concept of the Ghetto. This course examines the ghetto from a number of academic perspectives. It examines (1) the original historic application of the term to concentrations of Jewish residents and commerce in medieval Europe; (2) the application of the term to areas of Black residence and commerce; (3) the political, judicial, social, economic, psychological support for this enslaving urban form and its physical manifestation in the city; (4) the ways ghettos such as New York's Harlem, Los Angeles' Watts, and Chicago's South Side were created and maintained; (5) the forms that racial violence has taken in America's urban ghettos.

Second semester. Omitted 1986-87.

47. Introduction to Black Religion. An intensive study of the varied social and cultural forms of Black Religion in the United States. We will discuss the African sources of Black Religion; the origin and development of religious groups, the political significance of their origins; and the role of their leaders.

First semester. Omitted 1986-87.

49. The 1960s Revisited. This course will examine the Civil Rights and Black Power movements. It will pay close attention to the socio-political climate which gave birth to these struggles including the political independence of African countries. Rather than concentrating exclusively on nationally known figures from the era, it will explore the relationship between these national leaders and "grassroots" organizations. Among the figures to be considered are Fannie Lou Hamer, Gloria Richardson, Rosa Parks, James Farmer, Julian Bond, and Malcolm X. Among the issues to be analyzed will be *de jure* and *de facto* segregation, political representation, access to public accommodations and opposition to the war in Vietnam.

First semester. Professor Strickland (University of Massachusetts).

51. Patterns of African and Irish Nationalism. The purpose of this course is to explore the points of commonality between the African and Irish struggle for independence. The focus will be the eighteenth and twentieth centuries ending with the establishment of three African States and the Irish Free State. The first part will examine independent church ideas: Ethiopianism, Zionism, Messianism, in the light of actual patterns of conduct in West, Central and South Africa. Analysis of the two nationalist movements will be based on readings by Edward Blyden, W. E. B. Dubois, Frantz Fanon, and Michael Davitt.

First semester. Omitted 1986-87.

52. Political Freedom and Dependent Development: Black Africa Since the Second World War. This course will trace the way in which the independent states of Black Africa obtained their independence from the colonial powers in the aftermath of World War II. It will first discuss why some colonial regimes were prepared to relinquish power sooner than others, and then examine the controversy as to how far the colonial powers deliberately decolonized or were forced to do so. The core considerations of the course will be first the nature of the power 'transferred' to Africans and what interests the particular Africans to whom power was transferred represented; the second, how far was independence merely a matter of formal political power being relinquished by colonial regimes which still firmly retained control of the economic resources of their former colonies. Ancillary considerations will be the nature of the constraints African states have experienced in their efforts not only to achieve development but also to gain an economic independence to parallel their political independence.

The course will begin with a general discussion of these and related issues as they affect African states collectively, and then follow with consideration of particular countries chosen to represent different colonial heritages involved and the various solutions sought to their problems. The countries chosen will be Nigeria, Tanzania, Kenya, Zambia, Senegal, Guinea, Angola and Zaire.

Second semester. Professor Crowder.

53. South Africa in World Politics. This course is intended to be an in-depth analysis of South Africa's position in contemporary international politics. The focus will be on South African foreign and defense policies, the country's search for acceptance in Africa and accommodation in the Western security system, the implications of South African militarism and subimperialism in Southern Africa and the rest of Africa, and the challenge and threat which South Africa, as presently constituted, poses to world security.

First semester. Omitted 1986-87.

54. The Political Economy of African International Relations. This course introduces the student to both the theoretical and the practical study of the international politics of post-independence Africa. It adopts a continental approach in examining and analyzing critically the following major themes and issue-areas: colonialism, underdevelopment and dependency; Africa as an international sub-system; foreign policy and Africa's place in the world political economy; militarism and the militarization of the state, politics and leadership; and Africa's role in international organization, with particular reference to the formal interactional relationships between the Organization of African Unity and the United Nations in promoting rapid economic development throughout the African continent, resolving interstate conflicts, and advancing the goals of decolonization and system transformation in Southern Africa.

Second semester. Omitted 1986-87.

55. **Race and Imperialism in Africa.** This is a survey course on the politics, economics, sociology and psychology of racism and imperialism in Africa; it explores both the historical and the contemporary patterns of interaction between Africans and non-Africans, and it also seeks to identify the central themes and values which have characterized the dimensions of initial contact between blacks and whites on the African continent, followed by the subsequent and sequential stages and processes of physical confrontation, colonial subjugation and racial domination, political emancipation and racial coexistence, and the contemporary realities of imperialistic domination and manipulation, external dependency and internal underdevelopment. Analyses will not necessarily be restricted to the African continent per se, since racism and imperialism are global issues and problems, both in substance and in practice. Consequently, the international aspects of the subject will be brought into focus from time to time while stressing, however, the African dimensions of the issues raised in the analysis and discussion.

First semester. Omitted 1986-87.

56. **The Politics of Liberation and Dependent Development in Southern Africa.** The course will provide an historical background to the political economy of European conquest, occupation and colonization of Southern Africa, initial African resistance and subsequent adaptation to subjugation and subordination, the rise of modern African nationalism and the resurgence of resistance, armed struggle for decolonization and liberation, and the advent of the post-independence phenomenon of regional neo-colonialism, particularly the perpetuation of dependency, underdevelopment and dependent development. The course will also analyze in considerable detail the strategic significance of the Southern African subsystem in world politics.

Second semester. Omitted 1986-87.

58. **Southern Africa in World Politics, 1945-1985.** The present day crisis in South Africa, which has had major repercussions on its neighbors in Southern Africa in particular and on world politics in general, will be examined in the context of political, social and economic developments in that country since the end of the Second World War. The starting point for this course will be South Africa's unsuccessful attempt to incorporate South West Africa and the neighboring British territories of Bechuanaland, Basutoland and Swaziland to create a Greater South Africa. It will then deal with consequences of the victory of the Nationalist Party and in particular the resulting entrenchment of segregation or 'apartheid' in all

aspects of South African life. It will discuss the growing revulsion of world opinion against the policies of the South African government and the limitations the strategic and economic importance of South Africa placed on any effective pressure being exerted on her by the Western powers. Special attention will be paid to those pressures exerted by the newly independent Third World states in the United Nations and the Commonwealth, which South Africa had to leave in 1961. The reaction of African nationalists within South Africa to the policies of the Pretoria regime and their appeal to the outside world for moral and other forms of support will then be analyzed.

Second semester. Professor Crowder.

63. Comparative Slave Systems. This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems.

First semester. Professor Campbell.

66. Fanon and the Third World. The course will first attempt a clear understanding of the concept of the "Third World," identifying the origin of its use and how it has come to be applied to the people of Africa, Asia, the Caribbean and Latin America, with or without their consent. The course acknowledges Fanon's great contribution to an understanding of the problems of the developing world. It will devote itself to an extensive and critical study of Fanon, emphasizing the relevance of his biography to his political-humanistic perspectives. It will examine the philosophical background of his thought, the radicalization of his ideas through experience, his ambivalence towards the west and towards the Third World nations, the political and social problems of the developing countries as he perceives them, and his moral dilemma over social liberation and the ethics of violence. Case histories of selected third world societies will be used to assess the validity of his theories concerning colonialism, Pan-Africanism, and Westernization.

Not open to Freshmen. Second semester. Professor Campbell.

77, D77, 78, D78. Senior Honors.

97, H97, 98, H98. Special Topics.

The following courses are listed for inclusion in a Black Studies Major.

African Voices: Modern African Literature. See English 55.

Not open to Freshmen. First semester. Professor Rushing.

Perceptions of Childhood in African and Caribbean Literature. See English 60.
Open to Freshmen with consent of the instructor. Second semester. Professor Cobham-Sander.

Introduction to Caribbean Literature. See English 63.
Open to Freshmen with consent of the instructor. First semester. Professor Cobham-Sander.

Introduction to South African History. See History 69.
First semester. Professor Redding.

Women in African History. See History 70.
Second semester. Professor Redding.

Twentieth-Century Africa. See History 72f.
First semester. Professor Redding.

Caribbean History. See History 73.
First semester. Professor Campbell.

Topics on the Caribbean and Latin America. See History 74.
Second semester. Professor Campbell.

Religion and Art in Africa. See Religion 25.
First semester. Professor Pemberton.

The Search for Identity: Latin American Thought. See Spanish 34.
Requisite: Spanish 17 or the equivalent. Limited to twelve students. Second semester. Professor Benítez-Rojo.

Gender and Genre in Spanish America. See Spanish 38.
Second semester. Professor Sommer.

BRUSS COURSES

11. The Anthropological Study of Gender and the Problem of Universals. The last fifteen years of anthropological research have demonstrated that men and women are cultural constructs, created from biological males and females through a process which might be termed "engendering." Students in this course will examine the process and consequences of engendering, focusing upon the problem of recognizing, describing, and accounting for both cross-cultural patterns and exceptions to these patterns in the relationships between men and women. In particular, the course will investigate whether or not the process of engendering has or can ever result in social patterns which are not characterized by men dominating women. Readings will include both ethnographies and contemporary works of social theory.

Open to Freshmen with consent of the instructor. Enrollment limited to twenty students. First semester. Professor Gewertz.

12. Children: Reproducing the Future. This course will focus on the relationships between men and women in different cultural contexts as these relationships are expressed through children. To produce children is to produce the next generation and the reproduction of gender relationships depends on the socialization of children. The way that boys and girls are socialized will reflect ideas about the mutable and immutable characteristics of males and females, the process by which children become adult men and women and the nature of social possibility. Moreover, cultural conceptions of the way children should be socialized concern ideas about the appropriate relationship between males and females as the socializers of children. Through an examination of anthropological and psychological sources, this course studies the lives of males and females as they work both together and at cross-purposes to bring into being culturally specific visions of the future.

Open to Juniors and Seniors (and Sophomores with consent of one of the instructors). Second semester. Professors Gewertz and Olver.

CHEMISTRY

Professors Fink, Kropf* and Silver*; Visiting Professor Dorain; Associate Professors Dooley (Chair) and Kushick; Visiting Associate Professor Farazdel; Assistant Professors Hansen and O'Hara.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their Freshman year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, medical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or Chemistry 15, Chemistry 12, Chemistry 21, and four of the following five courses: Chemistry 22 (Organic Chemistry II), 30 (Biochemistry), 35 (Inorganic Chemistry), 43 (Physical Chemistry) and 44 (Modern Physical Chemistry). In addition, Mathematics 12 and Physics 16 or 32 are required for Physical Chemistry. Students planning a Chemistry major should strive to complete Chemistry 11 and 12 and Mathematics 11, or their equivalents, by the end of Freshman year.

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*On leave 1986-87.

Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the Senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the Junior year. However, either of these courses may be taken in the Senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their Junior and Senior years, participating in it actively in the Senior year. All Chemistry majors should attend the seminar in their Senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the Senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: theoretical chemistry; studies of selective enzyme inhibition; protein nucleic acid interactions; nuclear magnetic resonance studies of model bile mixtures; spectroscopic and enzymatic investigations of fat digestion; biochemistry of calcium proteins and chelators, lanthanide metal analogues of metalloproteins; synthesis and reactions of polyenes related to Vitamin A; chemistry of the visual process; mechanisms of enzyme-catalyzed and related processes; studies of the influence of inorganic ions on biological function; chemistry and reaction mechanisms in bioinorganic systems; photochemistry and gas phase kinetics; and physical chemistry of photosynthetic processes.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Students registering for Chemistry 11, 11s, or 15 are asked to take a placement examination to aid in assigning them to the appropriate course.

Chemistry 10 has been designed to introduce non-science students to the concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

10. Chemistry in Modern Perspective. An introduction to the fundamental principles of chemistry through the consideration of such topics as the production of energy, the pollution of the environment, the synthesis of new materials, the chemistry of life processes, food, and nutrition. These topics will be used to demonstrate the interrelationships between initial discovery, subsequent development, and beneficial or destructive use of technology in our society. This course is designed for non-science students. Three hours of lecture, one hour of discussion and one laboratory or demonstration period per week.

Second semester. Omitted 1986-87.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and a macroscopic viewpoint. The connections between atomic-molecular theory and weight and volume relationships in chemical reactions are studied. This leads to a detailed discussion of the physical structure of atoms and of how the interactions between atoms lead to the formation of molecules. The relationships between molecular behavior and the bulk properties of gases, liquids, and solids are described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester. Professors to be named.

11s. Introductory Chemistry. Same description as Chemistry 11.

Second semester. Professors to be named.

12. Chemical Principles. The concepts of kinetic stability and thermodynamic equilibrium are examined. The thermodynamics portion of the course develops a quantitative understanding of what determines the extent to which chemical reactions can occur. The kinetics section explores how a study of the rates by which chemical reactions proceed leads to insights into the mechanisms of those reactions. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. Second semester. Professors to be named.

12f. Chemical Principles. Same description as Chemistry 12.

First semester. Professor Kushick.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Farazdel.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, molecular orbital theory, spectroscopy, stereochemistry, acid-base properties, nucleophilocity and carbonium ion theory. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professor Hansen.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics chosen from the following list: sugars, amino acids and proteins, pericylic reactions, oxidation-reduction reactions, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Students who have received a grade of D in Chemistry 21 should consult with the instructor about the advisability of continuing with Chemistry 22. Second semester. Professor Hansen.

30. Biochemistry. A study of the structure and function of biologically important molecules and their role(s) in life processes. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for Chemistry majors. Second semester. Professors O'Hara and Ratner.

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements are examined on the basis of fundamental atomic theory. Group Theory and its applications to chemical problems are discussed. Structure and bonding in coordination complexes are examined through the Crystal and Ligand Field Theories. Emphasis will be placed on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Kinetics and mechanisms of inorganic reactions will also be examined. Three hours of lecture/discussion and four hours of laboratory per week.

Requisite: Chemistry 12. First semester. Professor Dooley.

43s. Physical Chemistry. The thermodynamic principles introduced in Chemistry 12 will be extended in order to study chemical equilibrium and the equilibria which exist between phases of matter. Specific applications include the properties of solutions (including solutions containing macromolecules), electrolytes, and equilibria involving biological membranes. The course also introduces the student to statistical mechanics, which treats the concepts of thermodynamics from a molecular point of view. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16 or 32, Mathematics 12. Second semester. Professor to be named.

44f. Modern Physical Chemistry. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics, the structure of atoms and molecules, and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and five hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 17 or 33, Mathematics 21 recommended. First semester. Professor Dorain.

77, D77, 78, D78. Senior Honors.

Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. A full or half course.

First and second semesters. Consent of the Department is required. The Department.

CLASSICS (GREEK AND LATIN)

Professors Griffiths (Chair), Marshall and Pouncey; Associate Professor Hague; Visiting Assistant Professor Montague.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1 and 1s may not be counted toward the major. Latin 15-16 will normally be introductory to higher courses in Latin, and Greek 11-16 will serve the same function in Greek.

Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41, 42, 77, and D78 in either Greek or Latin, and the normal expectation will be that the 41/42 sequence be completed before the start of the 77/D78 sequence. The student must submit a long essay (6,000-7,000 words) on some topic connected with his or her Honors work. This topic must be approved by the Department before admission to the Senior Honors course. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the second semester of Honors work is contingent on the submission of a first chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first two weeks of the semester with the Department and any outside reader chosen. The award of Honors will be determined by the quality of the candidate's work in the Senior Honors courses, essay, and performance in the comprehensive examinations.

Comprehensive Examination. Majors in Greek, Latin, and Classics will, in the fifth week of the first semester of their Senior year, take a general examination on the literary and historical interpretation of major authors. There will be considerable latitude of choice among various questions, which will be distributed to the student two weeks before the examination. In addition, Honors candidates must in the first semester of their Senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department.

The Department will cooperate with other departments in giving combined majors with Honors.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 11, or 1s, 11, 12. In Latin, the usual sequence will be 1, 2, 15, 16.

Classics

23. Greek Civilization. Readings in English of Homer, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato, and others to trace the emergence of Western culture from the Bronze Age to Alexander. How did the advent of writing transform the oral culture? How did mythological modes of thought develop into science, history, philosophy, drama? What then precipitated the initial rebellion against rationality? Three hours of classroom work per week.

First semester. Professor Griffiths.

24. Roman Civilization. A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three hours of classroom work per week.
Second semester. Professor Marshall.

25. Greek and Roman Drama. A survey of ancient drama from fifth-century Greece to the early Roman Empire. The course will explore the development of Greek tragedy through selected readings of Aeschylus, Sophocles, and Euripides. The comic genius of Aristophanes will serve as background for later adaptations on the Roman stage of Plautus and Terence. The tragedies of Seneca will complete the survey. Class lectures will be supplemented by informal playreadings. No knowledge of the ancient languages is required. Three class hours per week.
First semester. Omitted 1986-87.

32. Greek History. An introduction to the political and artistic evolution of Greece from the Bronze Age to the death of Alexander as we know it from literary and archaeological evidence. We shall focus on the emergence of Greek culture from the Near East and the continuing struggle to maintain that independence; the process of urbanization and its impact on the arts; the aesthetic achievement and political failure of Athenian democracy in its conflict with Spartan oligarchy, as well as Sparta's subsequent inability to adapt to the needs of the times. Three hours of classroom work per week.
Second semester. Omitted 1986-87.

33. History of Rome. An introduction to Roman history, from the foundation legends and the flourishing of the Etruscans in Italy to the reign of Marcus Aurelius. So that we may achieve a comprehensive view of Roman society, our study will draw both upon the major literary accounts of each period and upon non-literary materials such as inscriptions, coins, sculpture and architecture. We shall examine the political, social and cultural implications of Rome's rise to power and the expansion of its empire. Special attention will be paid to the transformations that occurred between the last years of the Republic and the beginning of the Principate as inaugurated by Augustus. How was power redefined and transmitted in the new political order? How were the innovations of Augustus interpreted and modified by his successors? We shall consider the social and economic developments brought about both in Rome and in the empire at large by the spread of Roman institutions and the granting of Roman citizenship to diverse groups. Our primary sources will include such ancient authors as Livy, Cicero, Tacitus, Suetonius and Plutarch. Three hours of classroom work per week.
First semester. Professor Montague.

34. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the history of some major sanctuaries, habitation sites, and burial places, this course will explore the ways in which archaeological evidence can be used to illuminate economic, social, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Special attention will be given to the causes and effects of the growth of large sanctuaries with their concentrations of wealth, and to the relation between religious art and politics. Three hours of classroom work per week.

Second semester. Professor Hague.

77, D78. Senior Honors. Classics 78 is a double course.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Greek

1. Introduction to the Greek Language. This course prepares students in one term of four class meetings per week to read Plato and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek.

First semester. Professor Montague.

1s. Introduction to the Greek Language. This course prepares students in one term to read Homer and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three hours per week of general introduction to the language. Students will elect a fourth hour in reading either Homer or the New Testament. This course is normally followed by Greek 11.

Second semester. Professor Griffiths.

11. An Introduction to Homeric Epic. The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three one-hour class meetings per week.

Requisite: Greek 1s or 12 or consent of the instructor. First semester. Professor Marshall.

12. Plato's "Apology." An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three one-hour class meetings per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Hague.

15. Greek Tragedy. Euripides' *Bacchae* will be read with emphasis on poetic diction, dramatic technique, and ritual context. Larger issues will also be raised, such as the nature and meaning of the tragic experience and the characteristics which make Greek tragedy unique as a literary form. Three one-hour class meetings per week.

Requisite: Greek 12 or its equivalent. First semester. Professor Griffiths.

16. Comedy and Tragedy. At least one comedy and one tragedy will be read with emphasis on poetic diction, dramatic technique, and ritual context. This course will study comedy and tragedy as originally distinct, but complementary literary forms, as well as the reasons for their convergence at the end of the Peloponnesian War. Attention will be paid to the religious significance of Dionysus and to the historical circumstances which these plays reflect. Three hours of classroom work per week.

Requisite: Greek 11 or its equivalent. Second semester. Professor Montague.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 1986-87 Greek 41 will read lyric poetry. Three hours of classroom work per week. Seminar course.

Requisite: Greek 15 and 16 or consent of the instructor. First semester. Professor Hague.

42. Advanced Readings in Greek Literature II. In 1986-87 the subject will be Herodotus and Aeschylus. Three hours of classroom work per week. Seminar course.

Requisite: Greek 15 and 16 or 41 or equivalent. Second semester. Professor Griffiths.

77, D78. Senior Honors. Greek 78 is a double course.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Latin

1. An Introduction to the Language and Literature of Ancient Rome. A course designed to increase the student's understanding of his own language and literary tradition. No previous knowledge of the language is required; forms and syntax will be studied with a view to reading several great Roman authors in the original. Four hours of classroom work per week.

First semester. Professor Marshall.

2. Intermediate Latin. This course aims at establishing reading proficiency in Latin. We shall read selections from Petronius' *Satiricon*. Three hours of classroom work per week.

Second semester. Professor Griffiths.

15. Catullus and the Lyric Spirit. The course will examine Catullus's poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three hours of classroom work per week.

First semester. Professor Marshall.

16. The Augustan Age. The poetry of Horace will provide the backdrop to illustrate the literary sophistication and refinement of Augustan Rome. We will devote close attention to the *Odes*. Three meetings per week.

Second semester. Professor Montague.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit. In 1986-87 Latin 41 will study Cicero and Livy. Three hours of classroom work per week. Seminar course.

Requisite: Latin 15 or 16 or the consent of the instructor. First semester. Professor Montague.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. Readings to be announced. Three hours of classroom work per week. Seminar course.

Requisite: Latin 15 or 16 or 41 or the consent of the instructor. Second semester. Professor Marshall.

77, D78. Senior Honors. Latin 78 is a double course.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

COLLOQUIA

22. Marxism and Romanticism: History and Literary Theory. This seminar will explore on a comparative basis the political and literary heritage of Romanticism, specifically the ways in which this legacy has produced a disjunction between the historical and the aesthetic that continues today to inform not only our distinctions between academic disciplines but also our conception of what counts in the West as "political." Focusing primarily on works by Marx, Thoreau, and Melville—on their formal properties as well as their cultural contexts, on their historical reception as well as their biographical *personae*—we will be rereading cardinal texts of American and European Romanticism, seeking to discover what the studies of literature and history might offer one another today.

Limited to twenty-five students. Admission by consent of the instructors; preference will be given to those whose previous work includes courses in both literature and history. Not open to Freshmen. Second semester. Professors Gross and Parker.

35. Women, Society, and Culture: The Americas. Cultural representations, including literature, linguistics, visual arts, film, and theoretical essays, about and by women of the Americas. The course is designed to offer an introduction to such issues in Women's Studies as the intersections of gender, race, and class; the representation of sexuality; gender and literary genre. Authors studied will include Sor Juana de la Cruz, Domitila Barrios, Charlotte Perkins Gilman, Linda Brent, Margaret Atwood, Jorge Luis Borges, William Gilmore Simms, and Paula Gunn Allen. Latin American readings will be available in translation; Spanish majors will be encouraged to read the originals. Three class hours per week.

First semester. Omitted 1986-87. Professors Sedgwick and Sommer.

42. Trade and Plunder in Latin America and the Caribbean. The course will deal with the Age of European mercantile expansionism in the region. Topics to be discussed will include the role of merchant capital in the organization of different forms of servile labor, and the rise and growth of certain cities (Cartagena, Vera Cruz, Porto Bello, Panama, Havana, Port Royal, etc.) and their interactions with the outside world and the hinterlands. Attention will also be given to the part these cities played in the eventual development of Creole societies in the region. One class meeting per week.

Second semester. Omitted 1986-87. Professors Campbell and Benítez-Rojo.

ECONOMICS

Professors Aitken‡, Beals‡, Kohler†, Nicholson, Westhoff and Woglom (Chair); Assistant Professors Barbezat, B. Yarbrough and R. Yarbrough.

Major Program. All students majoring in Economics must successfully complete eight full-semester courses in Economics. The eight courses must include Economics 11, 13, 14, 15, and 76, plus any three electives. Mathematics 11 or equivalent is required in addition. Non-Amherst College economics courses may be used as electives as long as the student receives

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†On leave first semester 1986-87.
‡On leave second semester 1986-87.

Amherst College credit for the course. Substitution of a non-Amherst course for one of the five specifically required economics courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work, and such a request is granted only in exceptional circumstances. (Spending Junior year abroad is not an exceptional circumstance.) Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chair. Each candidate for a degree in Economics is required to pass a written comprehensive examination given early in the Senior year. Students who are candidates for Honors must take Economics 77 and 78.

To be admitted to the major, a student must demonstrate achievement in economics courses: A student who has achieved a grade of C+ or higher in Economics 11 and a C+ or higher in Economics 13, 14, or 15, whichever is taken first. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one among Economics 13, 14, and 15.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Economics 11 (or 11s) is a requisite for all other courses in Economics. Students may be excused from this requirement if they demonstrate an adequate understanding of basic economic principles. A competency examination is given early in each semester.

Unless otherwise specified, all courses are open to Freshmen.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only with the consent of the Course Chair. No student planning to major in Economics will be allowed to exercise this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except by students in unusual circumstances (e.g., by Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option to satisfy department course requirements.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Each section limited to twenty-two Amherst College students. First semester. Professors Barbezat, Nicholson, Westhoff (Course Chair), Woglom, B. Yarbrough and R. Yarbrough.

11s. An Introduction to Economics. Same description as Economics 11.

Limited to Amherst College students. Second semester. Professors Barbezat, Kohler, Woglom (Course Chair), B. Yarbrough and R. Yarbrough.

13. Macroeconomics. This course develops the tools of modern macroeconomic theory to analyze the effects of monetary and fiscal policy on economic activity, inflation, and employment. The post-1961 experience in macroeconomic policy-making is then interpreted using the theoretical tools. The purpose of this exercise in interpretation is twofold: First, it should give the student an appreciation of what economists think they have learned about how monetary and fiscal policies can be used to meet macroeconomic objectives. Second, by pointing up remaining unresolved issues it should help explain why many widely respected economists have radically different views on the proper conduct of monetary and fiscal policy.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor R. Yarbrough.

13s. Macroeconomics. Same description as Economics 13.

Second semester. Professor Woglom.

14. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods.

Requisites: Economics 11 and Mathematics 11 or equivalent. Second semester. Professor Westhoff.

14f. Microeconomics. Same description as Economics 14.

First semester. Professor Nicholson.

15. Economic Statistics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.

Requisites: Economics 11 and Mathematics 11 or equivalent. This course and Mathematics 9 or Mathematics 17 may not both be taken for credit. First semester. Professor Beals.

18f. Financial Accounting. The course introduces students to the concepts of financial accounting including the interpretation and analysis of financial statements. After these concepts have been introduced, the course will analyze how financial statements can be used to understand the operation and functions of organizations, both public and private. Attention will be given to how financial reporting facilitates internal control as well as external accountability of large organizations. Finally, the effect of accounting rules on economic decisions and thereby on the overall allocation of resources is examined. Specific examples in this area that will be covered include: the effects of depreciation rules on investment, the importance of foreign currency fluctuations, the treatment of inflation in financial statements.

Requisite: Economics 11. Limited to thirty-five students. Preference given to Senior Economics majors. First semester. Professor Mannino.

20. Economics and Property Rights. An introduction to the definition of property and its role in economic and legal analysis. The individual topics covered in any semester will vary, but may range over such areas as the use of common property resources (fisheries, outer space), the historical development of private property and its regulation (feudalism, zoning), liability law (products liability, negligence, pollution), contracts, torts, and the relationships between property, equity, individual freedom and the public interest.

Requisite: Economics 11. Second semester. Professor R. Yarbrough.

21. Trade Unions and Labor Markets Policy. This course begins with an examination of the growth and nature of American trade unionism. We will develop models of union behavior and the bargaining process, placing particular emphasis on how bargaining affects relative wages. Applications will be drawn from recent U.S. experience concerning union "giveback," the effects of deregulation, codetermination and public sector unionism. The question of unionism's effect on inflation and unemployment serves as a starting point for analyzing the aggregate labor market. Labor market policies and alternative theories of unemployment will be addressed during the second half of the course. Three class hours per week.

Requisite: Economics 11. First semester. Professor Barbezat.

22. Human Resources. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 11. Second semester. Professor Barbezat.

24f. The American Economy. An examination of the structure and operation of the economic system of the United States. Particular emphasis will be placed upon how different types of markets and industrial structures can lead to various competitive (and anti-competitive) behaviors, and how these factors can affect the performance of the economy. We will also look at certain aspects of public policy and of current economic issues.

Requisite: Economics 11. First semester. Omitted 1986-87.

25s. The Regulated American Economy. An analysis of public policy choices in dealing with economic problems of size, power and pricing. The attempts of government to control various enterprises through enforce-ment of antitrust laws and through direct regulation or ownership will be examined and considered in the light of actual and potential situations.

Requisite: Economics 14 or 24. Second semester. Omitted 1986-87.

27. The Industrialization of Europe. This course analyzes the economic development of Europe, with particular reference to the emergence of industrialism in Great Britain in the eighteenth century, its diffusion to continental Europe in the nineteenth, and its impact on the rest of the world through international trade, investment, and migration. Technological change is particularly emphasized.

Requisite: Economics 11. Not recommended for Freshmen. First semester. Omitted 1986-87. Professor Aitken.

28f. American Economic History. A study of the economic development of the United States from colonial times to the present.

Requisite: Economics 11. First semester. Omitted 1986-87. Professor Aitken.

29s. The History of Economic Ideas. An inquiry into the development of economic theory, covering both representatives of the orthodox classical tradition and selected economic "heretics" and innovators.

Requisite: Economics 11. Second semester. Omitted 1986-87. Professor Aitken.

30f. Advanced Economic Theory. An examination of several topics in economic theory which build upon the concepts developed in intermediate microeconomics. In addition, several quantitative techniques will be introduced which are widely used to analyze economic problems. Topics to be covered include linear programming, the simplex method, the duality theorem, nonlinear programming, general equilibrium theory, and growth theory. Three class hours per week.

Requisite: Economics 14 or consent of the instructor. First semester. Professor Westhoff.

31s. Public Finance. An introduction to the economic analysis of the revenue and expenditure activities of governments. Emphasis is placed on the effects of government policies on the allocation of resources and the distribution of income.

Requisite: Economics 11. Second semester. Professor Nicholson.

34. Financial Institutions and Markets. This course provides an overview of the role of financial markets in the economy. It begins with an analysis of the financial theories that explain the way financial assets channel savings to the most productive investments; the factors determining prices on different financial assets; the economic role of banks. Then the major institutions and markets in the U.S. financial system are described. The course concludes with an analysis of government regulation of financial markets: Is regulation necessary for safe and efficient financial markets; have current regulations fostered or hindered the achievement of safety and efficiency?

Requisite: Economics 14. Limited to thirty students. Second semester. Omitted 1986-87. Professor Woglom.

35. The World Economy. An analysis of economic relationships among countries. Includes a study of the balance of payments concept, the international currency system, and government adjustment policies, as well as the pure theory of international trade (why nations trade, the role of protectionism, of regional trade organizations, and the international mobility of productive factors).

Requisite: Economics 11. First semester. Professor B. Yarbrough.

37s. Advanced International Economics. International monetary theory, advanced international trade theory, and their application to economic policy. The first part of the course is macroeconomic in nature. Topics include mechanisms of adjustment in the balance of payments, policies for internal and external balance, and the international monetary system. The second part of the course centers on advanced topics in the microeconomic side of trade including examination of the determinants of international trade patterns, the costs and benefits of restricting trade, and the way trade influences national economic welfare and income distribution.

Requisite: Economics 13, and 14 or 35. Second semester. Omitted 1986-87. Professor B. Yarbrough.

38. Socialist Economic Systems. A study and analysis of the arguments of major critics who predict, and frequently advocate, the demise of the capitalist economic system and some of whom present a vision of what they call a more perfect (noncapitalist) society; followed by a look at detailed blueprints of the centrally-planned as well as the market-directed socialist economy and at actual socialist economies. Includes a program of discussing works of Karl Marx and others and of studying the economic institutions of the Soviet Union and other countries in Eastern Europe, of Yugoslavia, China, and Cuba, of communes throughout the world, and of selected West European countries (Sweden, Great Britain, France).

Requisite: Economics 11. Second semester. Professor Kohler.

40. Health Economics. This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 11. Second semester. Omitted 1986-87.

46f. Empirical Economics. A continuation of Economics 15 (Statistics). Stress is placed on the importance of both econometric techniques and economic theory for the study of real-world economic relationships. Several different subjects which illustrate empirical economic research are examined. The particular issues examined will vary from year to year but will usually include examples drawn from: labor market economics, technical progress and production, consumer economics, supply and demand for particular goods or services, the evaluation of social programs, and macroeconomic stabilization policy.

Requisites: Economics 15 (or equivalent) and some knowledge of economic theory. First semester. Professor Beals.

76. Junior Seminar. In this course students use the economic tools studied in Economics 13, 14, and 15 to analyze unresolved questions in economics. Students are encouraged to make their own judgments on these questions. Student evaluations will be based on how well the student can explain and justify his or her view in a number of written and oral assignments. The tools of thinking and writing that are developed in this course are of fundamental importance in writing a Senior Honors thesis. Required of and restricted to majors in Economics.

Requisites: Economics 13, 14, and 15. Second semester. Professors Nicholson and B. Yarbrough.

77. Senior Honors. Independent work under the guidance of an advisor assigned by the Department. Open to Senior Economics majors with a grade point average in Economics courses of 10.00 or higher and the consent of the Department. Students intending to take this course and its continuation, Economics 78, must submit a proposal to the Department before the end of the preceding spring semester.

Requisite: Economics 76. First semester.

78. Senior Honors. Open to Senior Economics majors with the consent of the Department.

Requisite: Economics 77. Second semester.

97, H97, 98, H98. Special Topics. Independent Reading Course. A full course or half course.

First and second semesters.

EDUCATION

Professors Grose, Hawkins, Olver, Raskin*, and Rothenberg*.

The following courses offered by the several departments are listed for the convenience of students who are interested in education and teaching. Students seeking to be certified for public school teaching positions should consult the separate materials in the Career Counseling and Registrar's Offices concerning courses available at the Five Colleges and state certification requirements.

Developmental Psychology. See Psychology 27.
Requisite: Psychology 11 or 12. First semester. Professor Olver.

Seminar in American Educational History. See History 66.
Limited to fifteen students. Second semester. Omitted 1986-87. Professor Hawkins.

Sociology of Education. See Sociology 31.
First semester. Omitted 1986-87. Professor Rothenberg.

ENGLISH

Professors Cameron, Chickering, Cody‡, DeMott, Guttmann, Heath, O'Connell (Chair), Peterson, Pritchard†, Sofield* and Townsend; Professor Emeritus Craig; Visiting Writer Clampitt; Associate Professors Rushing, Sedgwick‡ and Waller*; Assistant Professors Anderson, Cobham-Sander and Parker.

Major Program. The English Department acknowledges that a diversity of interests and motives leads students to declare a major in English. Rather than require a particular sequence of courses for all students, the Department prefers to see its responsibility as a contract with the student to provide guidance, criticism and support as the student undertakes responsibility for planning his or her own course of literary study. Such subjects as literary history, English literature seen in the context of other literatures or other arts, literary criticism and theory, literature in various interdisciplinary contexts, the teaching of literature, writing and the creative arts, suggest ways of concentrating the study of literature in the Department. Students should plan their programs with a view toward realizing a

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*On leave 1986-87.
†On leave first semester 1986-87.
‡On leave second semester 1986-87.

coherent relation between their own interests and the general field of literary studies, drawing upon courses within, or approved by, the Department. All students majoring in English must take English 11, English 20 (Introduction to Literary Studies), and at least six other courses (not including English 77 and 78).

Senior Tutorial. Students who wish to propose an independent project—usually a written essay or gathering of essays on a literary subject, but other kinds of projects may be approved—may ask for admission to English 77 and 78, the Senior Tutorial. After discussing their plans with their advisor and any other teacher from whom they wish help, students should submit a proposal by the end of the first week of their first Senior semester to the Department for approval and for assignment to a tutor for supervision.

Honors Program. English 77 is open to Senior English majors who have a B- average or better and who intend to write a Senior honors essay in literary criticism. When they enroll at spring pre-registration they do not need to know exactly what they wish to study, but by the end of the first week of classes in the first semester of their Senior year they must submit to the Department a written statement of their intended topic.

If they wish to enter English 77 to do a creative writing project, at the very beginning of the first semester of their Senior year they must submit a sample of their best work to date. A committee of the Department will review all submissions and decide which students may be admitted to English 77 to do creative writing. Those not admitted may still enroll in English 77 to do an essay in literary criticism, or they may enroll in English 97 if they can find an instructor willing to work with them on their creative writing.

December Proposals. Before students in English 77 can go on to English 78, the Department now requires that, by the last day of the examination period of the first Senior semester, they submit a five-page proposal describing in detail their intended Senior essays. The Department will review all of these proposals and will inform students before the beginning of the following semester whether or not they may proceed to attempt a Senior essay in English 78. A student with an inadequate proposal may not take English 78.

The Senior Essay. The Department wishes to remind students that it is an *essay*, in the several senses of that word, and not a "thesis." It should read like an essay, and it should be of essay length. Senior essays should be between fifty and seventy pages in length, and preferably closer to fifty pages. Students who submit essays longer than seventy pages should realize that the Department regards overly lengthy essays as evidence of a lack of writerly craft.

This restriction in length does not apply to creative writing projects.

Departmental Recommendations for Honors. A committee of three faculty, one of them the student's tutor, read the senior essay and convey their judgments to the whole Department. The senior essays and the student's record are both taken into account in recommendations for honors. The course grade for English 78 is given by the tutor and is separate from the departmental recommendation for honors.

Graduate Study. The English Department does not view its educational mission as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

11. Introduction to English: Reading. Centering on familiar modes of literature but including as well other kinds of writing and expression, the course aims to exercise the student's imagination as a reader and to consider what we learn from what we read. This course is conceived as of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. It is taught in separate sections which follow a common syllabus; writing assignments are frequent. Three hours of classroom work per week.

First semester. The Department.

13. Gender and Representation. A working introduction to the central concepts of feminist inquiry in the humanities. Representation is a central human activity in every culture: it is through acts of representation that cultural meaning, valuation, and structure—including those around gender—are taught and learned, celebrated, reproduced, challenged, enforced, and changed. The course will consider images of women and of men; reader and viewer expectations; gender implications of genre and of canon formation; production and distribution of representations; stylistics of gender; images of vocation and creation in relation to gender. The course will treat cultural representations across time, especially across periodizations relevant to women's characteristic experience; from significantly different cultures; in different media; and from both high and mass culture.

Limited enrollment. First semester. Professor Sedgwick.

15s. Introduction to Poetry Writing. A first course in poetic composition. Emphasis will be on experimentation as well as on developing skill and craft. Some readings from twentieth-century poets. Workshop (discussion) format. Two class hours per week plus individual and group conferences. Students must submit samples of writing to English office.

Limited to fifteen students. Second semester. Omitted 1986-87. Professor Sedgwick.

16. The Language of the Stage. An inquiry into the nature of the spoken word, as exemplified in the plays of Shakespeare, Oscar Wilde, Samuel Beckett, and others. Reading aloud will be a regular component of the course. A term paper will be required. Three class hours per week.

Open to Freshmen with consent of the instructor. Limited enrollment. Second semester. Visiting Writer Clampitt.

17. Playwriting. A workshop in writing for the stage. Initial exercises explore the ways in which one can tell a story in dramatic terms. Particular attention is paid to nonverbal elements; a play is a visual thing existing in time and space, and good playwriting requires an appreciation of the power of imagery and gesture. Weekly assignments address problems of character-drawing, development of ideas, and diction. The final project is a completed one-act-play. (An intention of the course is that superior work will receive a modest campus production.)

Limited enrollment. First semester. Professor Anderson.

18f. Introduction to Fiction Writing. A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format. Students must submit samples of writing to the English office. Two class hours per week plus conferences.

Limited enrollment. First semester. Professor Sedgwick.

19s. Film and Writing. A course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading. Frequent short papers. Two two-hour class meetings and one screening per week.

Second semester. Professors Maraniss and Von Schmidt (University of Massachusetts).

20. Introduction to Literary Studies. A course for all students considering a major in English, exploring the uses and the place of literature in modern life, as well as various approaches to the study of literature.

Not open to Freshmen except with consent of the instructor. Second semester. The Department.

21. Advanced Composition I. Readings and discussion on the nature of poetry, with practice in composition. Participants will be expected to complete 100 or more lines of acceptable verse. Students must submit samples of writing to the English office.

Not open to Freshmen. Limited enrollment. First semester. Visiting Writer Clampitt.

22. Advanced Composition II. Same description as English 21.

Second semester. Visiting Writer Clampitt.

23. Composition. Organizing and expressing one's intellectual and social experience. The purpose of this course is to prepare students in their Junior or Senior year to write an autobiographical essay assessing their own intellectual and social experiences. For each class meeting the student writes a sketch or short essay of self-definition in relation to other people, using language in a particular way—for example, as the spectator of some situation, or as a participant in it. Two meetings per week.

Open to Juniors and Seniors. Limited to fifteen students. First semester. Professor Craig.

25. American Men's Lives. A study of what it is and what it has been to be a man in America, of the ways men have imagined, defined, presented themselves as men (and the ways "others" are therefore envisioned) in texts by Mailer, Parkman, Momaday, Whitman, James, Anderson, Hemingway, Okada, and Ellison.

Not open to Freshmen except with consent of the instructor. First semester. Professor Townsend.

26. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts.

Open to Juniors and Seniors and to Sophomores with consent of the instructor. Second semester. Professor Peterson.

27. Old English. Alternates with English 305 at Mount Holyoke College. In 1986-87 English 305 will be offered. In 1987-88 English 27 will be offered. This course has three goals. (i) The rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poetry will be read in the original, including *The Wanderer, The Seafarer, The Dream of the Rood, The Battle of Malden.* Literary awareness of the texts is emphasized over linguistic analysis. (ii) The development of critical imagination and verbal sensitivity in reading poetry. Students will declaim verses and write short critical papers. (iii) An examination of the salient features of Anglo-Saxon culture, A.D. 650-1050, as expressed through its literary achievements. This course prepares students to read *Beowulf* in the original. Three class hours per week.

Open to Freshmen with consent of the instructor. First semester.

28. Beowulf and the Heroic Mode. Alternates with English 306 at Mount Holyoke College. In 1986-87 English 306 will be offered. In 1987-88 English 28 will be offered. A reading of *Beowulf* in the original, with the aid of translations. Why is *Beowulf* a great poem? How does it test the Anglo-Saxon view of heroism? What are the values and limitations of the heroic mode of experience? Other works in the heroic mode will be read, such as Malory's *The Death of King Arthur* and the Old Icelandic *Njals saga* (in translation). Modern reactions to the heroic mode, such as John Gardner's *Grendel*, will also be read. Three class hours per week.

Requisite: a reading knowledge of Old English. Open to Freshmen with consent of the instructor. Second semester.

29. The Literature of Chivalry. Major medieval European literary works, including epics, romances, lyrics and chronicles, will be read. Interdisciplinary and feminist critical approaches will be used to explore the meanings of the terms "knight" and "lady" in their literary and social contexts, A.D. 1100-1500. All works will be read in translation.

Not open to Freshmen except with consent of the instructor. First semester. Professor Chickering.

30. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor and irony. Three class hours per week.

Second semester. Professor Chickering.

31. Medieval Lyric. An interdisciplinary approach to secular lyrics of the twelfth through fifteenth centuries. Intended equally for students interested in poetry or music. Selections from the troubadours, the trouvéres, minnesängers, Dante, Machaut, and Villon. When appropriate, comparisons will be made with modern songwriters such as Schubert, Cole Porter, and Bob Dylan.

The course will use a new anthology of texts and tape recordings developed in the 1986 NEH Workshop on the Medieval Lyric. There will be performances and guest lectures by specialists in both poetry and music. The course will investigate the concept of "lyric" and the relationships between text and music in order to develop students' appreciation of both elements. No prior ability to read music or the original languages is expected.

Not open to Freshmen except with consent of the instructor. First semester. Professor Chickering.

33. Sixteenth-Century English Literature. An introduction to poetry, drama, prose by the major writers from Thomas Wyatt to William Shakespeare, including Philip Sidney, Edmund Spenser, Walter Ralegh, Thomas Kyd (*The Spanish Tragedy)*, Christopher Marlowe. Thomas More (*Utopia*), Erasmus (*Praise of Folly*), Castiglione (*The Courtier*), Machiavelli (*The Prince*) will be read in translation. Topics such as mythology, wit, courtly life, political satire, romantic love, pastoralism, Platonism, Senecan style, and revenge tragedy will be discussed in their relation to particular text. Some reference to modern critical approaches.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1986-87. Professor Cody.

34. Shakespeare. A critical introduction to a selection of the plays from the different genres in which Shakespeare wrote and from the different periods of his career: comedy, history, tragedy, romance, the sonnets. Each work selected will be studied in depth, with particular attention to its poetic language, and the course of its interpretation by scholars and critics down to the present. The works read in this course will usually not be those read in English 35 (see below), and a student may take either English 34 or 35 or both in either order.

Not open to Freshmen except with consent of the instructor. Second semester. The Department.

35. Shakespeare. Readings and discussion, with emphasis on Shakespeare's growth as a dramatist. Two meetings per week.

Not open to Freshmen. First semester. Professor DeMott.

36. Seventeenth-Century Literature. A critical and historical study of the major poets: Donne, Jonson, Herbert, Marvell, Milton, and Dryden. Three hours of classroom work per week.

Second semester. Omitted 1986-87. Professor Sofield.

39. English Poetry: Pope to Tennyson. Readings in some major English poets from the eighteenth and nineteenth centuries: Pope, Wordsworth, Keats, Byron, Tennyson. Attention will also be paid to the criticism of Samuel Johnson and Matthew Arnold. Three hours of classroom work per week.

Requisite: English 11 or consent of the instructor. First semester. Omitted 1986-87. Professor Pritchard.

43. William and Dorothy Wordsworth, Samuel Taylor Coleridge, Thomas De Quincey, and Their Associates. Readings in poetry, memoirs, diaries, and letters. The emphasis will be on human experience, influence and interdependence rather than on critical theory.

First semester. Visiting Writer Clampitt.

44. Readings in Romantic Poetry. The writers studied will be: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Attention will be given to their prose (essays, letters, journals) as well as their poetry, and to their place in the context of revolutionary changes in the political and social thought of the late eighteenth and early nineteenth centuries. Three hours per week.

Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1986-87. Professor Heath.

47s. The Nineteenth-Century English Novel. The books read vary from year to year. Readings will include novels by Jane Austen, Charlotte and Emily Brontë, Dickens, George Eliot, and Thomas Hardy.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Craig.

48. Gender and Power in Victorian Fiction. A study of nineteenth-century English novels focusing on the family, sexuality, violence, and the relations between political and gender issues. Authors studied will include Charlotte Brontë, Gaskell, Dickens, Eliot, Thackeray, Meredith, and Wilde.

Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1986-87. Professor Sedgwick.

50. Continental Novels. Readings and discussion of major works by Gogol, Flaubert, Turgenev, Tolstoy, Dostoevsky, Zola, Proust, Kafka, and Mann.

Second semester. Professor DeMott.

51s. Communities of Women, Communities of Men. An examination of female and male homosocial, homosexual, and homophobic traditions in Western literature. Among writers discussed will be Sappho, Plato, Shakespeare, Jewett, Wilde, James, Cather, Proust, Baldwin, Wittig, and Lorde. Three class hours per week.

Not open to freshmen except with consent of the instructor. Second semester. Omitted 1986-87. Professor Sedgwick.

52. Twentieth-Century British Poetry. Readings and discussions. In 1987 the syllabus will include Hardy, Edward Thomas, Yeats, Eliot, Auden, Graves and Larkin. Some attention to more recent figures.

Requisite: English 11 or consent of the instructor. Second semester. Professor Pritchard.

53. Twentieth-Century American Poetry. Readings and discussion. The syllabus normally includes Frost, Stevens, Pound, Williams, Moore, Bishop, Jarrell, Lowell, Wilbur, Hecht, and Merrill.

Limited to thirty students. First semester. Omitted 1986-87. Professor Sofield.

54f. Modern British Fiction. The course will explore the concept of modernism in literary, historical, and theoretical contexts.

Not open to Freshmen. First semester. Omitted 1986-87.

55. African Voices: Modern African Literature. This course will focus on the major poets and novelists in contemporary sub-Saharan African literature in English and the differences between Euro-centered and Afro-centered readings of the texts. Special attention will be given to themes such as traditional values, neocolonialism, political corruption, racism, alienation, and women's lives. Readings will be culled from the genres of fiction, poetry, autobiography and drama and will include such authors as Wole Soyinka, Nuruddin Farah, Athol Fugard, Ama Ata Aidoo, Ngugi Wa' Thiong'O and Bessie Head.

Not open to Freshmen. First semester. Professor Rushing.

56f. Literary History of the Great War 1914-1918. The war considered from the English-speaking point of view as a subject of memoir, fiction, and poetry. The approach taken is biographical, studying the lives and war experience of selected English and American writers: Vera Brittain, Charles Carrington, Hilda Doolittle, Eleanor Farjeon, Robert Graves, Ernest Hemingway, D.H. Lawrence, Frederic Manning, Wilfred Owen, Isaac Rosenberg, Siegfried Sassoon, Edward Thomas, Edith Wharton, Virginia Woolf, and others. Some reference to contemporary writers in the modern movement: Pound, Eliot, Wyndham Lewis; and to the way wars have been written about from the historical and literary critical points of view: Fussell, Keegan, Orwell, Taylor, Trevelyan, Wilson, and Woodward.

Not open to Freshmen except with consent of the instructor. First semester. Professor Cody.

57s. The Mode of Romance. A study of the literature of desire, with attention to the special status of mutual relation of the themes of love and adventure in Western fiction and of the narrative forms in which they occur. A wide range of representational texts from medieval lyric and chivalric fiction to soap opera and the movies, with other writing from the general discourse on desire by Plato, Saint Augustine, Hegel, Freud, Lacan and others. Three class hours per week.

Second semester. Professor Cameron.

58f. Modern Satiric Fiction. Readings from various English and American writers such as Shaw, Huxley, Hemingway, Faulkner, Ford Madox Ford, Wyndham Lewis, Evelyn Waugh, Flannery O'Connor, Eudora Welty, Bellow, Updike, Mailer, Roth, Pynchon, Anthony Powell, Kingsley Amis, Iris Murdoch. Lectures and discussion. Three hours of classroom work per week.

Not open to Freshmen. English 11 is strongly recommended. Limited to Amherst College students. First semester. Omitted 1986-87. Professor Pritchard.

60. Perceptions of Childhood in African and Caribbean Literature. "One is not born a woman: one becomes a woman." One also becomes a man and the same process may be observed in the formation of ethnic, class or religious identities. This course explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. The authors' various methods of ordering experience through the choice of literary form and narrative technique will be examined, as well as the child/author's perception of his or her society. Readings are taken from Camara Laye, Wole Soyinka, Ellen Kuzwayo, Derek Walcott and Simone Schwarz-Bart among others. French texts will be read in translation. Three class hours per week.

Open to Freshmen with consent of the instructor. Second semester. Professor Cobham-Sander.

61, 62. Studies in American Literature. Is there an American literature? Or only a series of particular political and cultural constructions serving ideological ends and shifting over time? By what criteria might we denominate any text as "American"? In examining these questions the course will explore how any definition of American literature codifies specific assumptions about genre and language (must all American texts be written in English?), about gender and class, race and ethnicity. Discussion will be shaped by reading a wide variety of texts: novels and romances, histories and chronicles, diaries and autobiographies, sermons and conversation narratives, poems and political discourse.

In 1986-87 the movement of the course will be primarily historical. It begins with four contemporary twentieth-century books: Maxine Hong Kingston, *The Woman Warrior;* Leslie Marmon Silko, *Ceremony;* Paule Marshall, *Praisesong for the Widow;* and Jay Cantor, *Che*. Then, moving back nearly five centuries, we will read some of the anticipations in European literature of the discovery of a New World, and accounts of the European exploration, conquest, and colonization of the Americas. The focus of the course, thereafter, will be primarily on literature in what became the thirteen British colonies and, then, the United States until the Civil War.

Among others we read: Christopher Columbus, Bernal Diaz, Las Casa, John Smith, William Bradford, John Winthrop, Roger Williams, Anne Bradstreet, Edwards, Byrd, Robert Beverly, Franklin, Crevecoeur, Olaudah Equiano, Jefferson, Hannah Foster, Cooper, Emerson, Thoreau, Susan Warner, Frederick Douglass, Harriet Jacobs, Hawthorne, Caroline Kirkland, and Elizabeth Stoddard. The course ends with extended discussions of Harriet Beecher Stowe, *Uncle Tom's Cabin*, and Herman Melville, *Moby Dick.*

To do the work of this course requires two semesters and thus the course is designed to be taken as a year-long unit. Ideally students will enroll in 61 and continue through the second semester. No one will be admitted to English 62 who has not taken either English 61 or its predecessor, English 67. (Students who have taken English 67 may take one or both of these courses.)

First and second semesters. Professor O'Connell.

63. Introduction to Caribbean Literature in English. This course is designed to introduce students to the prose and poetry of anglophone Caribbean writers against the background of the social and cultural milieu in which this work has been produced. Readings will trace the development of a West Indian literary tradition, placing special emphasis on the writers of the 1950s and 1960s, including V.S. Naipaul, Derek Walcott, Edward Brathwaite, and Wilson Harris. In addition there will be opportunities to listen to recordings of the work of the "Dub" poets and other recent experimental writers. Three class hours per week.

Open to Freshmen with consent of the instructor. First semester. Professor Cobham-Sander.

64. American Regions: Their Literature and Culture. The region examined will vary from year to year: New England, the South, the many Wests—California, the Southwest, the Midwest, the Great Plains—are among the possibilities. The course seeks to discover some of the complex actualities of literature and culture which qualify, and perhaps undermine, any assumption of a single or comprehensive American identity and culture. Three hours of classroom work per week.

Requisite: English 61, 62, 67 or 68 advised. Second semester. Omitted 1986-87. Professor O'Connell.

65s. Literature of the Civil Rights Movement. Readings will be selected from: "beat" writing of Burroughs, Ginsberg, and Kerouac; direct and indirect treatment of the movement in essays and other works by Baldwin, Jones/Baraka, and Malcolm X, Coles, Mailer, O'Connor, and Wolfe; plays and poetry of Brooks, Elder, Hansberry, Lee, and Rodgers; films *(Guess Who's Coming to Dinner?* and *Battle of Algiers);* and the retrospective view of Alice Walker, *Meridian.* Three class hours per week.

Limited to twenty-five students. Second semester. Omitted 1986-87. Professor Townsend.

66. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, and Philip Roth. One two-hour meeting per week.

Not open to Freshmen. Limited to twenty students. Second semester. Professor Guttmann.

67. The Emergence of an American Literature. A survey course which investigates the gradual development of a self-conscious and "original" American literature. Particular emphasis will be placed on the stylistic innovations and special cultural concerns which distinguish American writing from Irving and Cooper to Melville and Whitman. Critical pressure will be applied to the assumptions implicit in the conduct of a survey course.

Not open to Freshmen except with consent of the instructor. First semester. Professor Guttmann.

68. American Literature After the Civil War. The course will examine the emergence of literary realism and its transformation into the "naturalistic" novels and the experimental fictions of the early twentieth century. Readings from the work of Howells, James, Twain, Dreiser, DuBois, Chopin, Stein, Anderson, Toomer, Hemingway, Fitzgerald, and Faulkner.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

70f. Readings in American Literature. The topic varies from year to year.

Not open to Freshmen. Limited to twenty students. First semester. Omitted 1986-87.

71. Studies in Classic American Film. A historical and critical study of what is commonly known as Hollywood Film, considered in the classic phase of its discourse from the work of Griffith to the films of the Fifties. Class discussion will be devoted principally to critical reading and appreciation of individual films, but attention will also be paid to the importance of the technological apparatus and its development, the commercial base of the production system, and the appeal of the industry to a general and continuing national audience, to the use of the cinematic language for specific narrative purposes, to the evolution of the codes, conventions, and genres that serve those purposes, to the question of authorship within the studio system with particular attention to the work of the director, the actor, and the screenwriter, and to certain features of Hollywood films that have special significance such as ideological attitudes in gender representation and the function of star casting. Films by Griffith, von Stroheim, Chaplin, Ford, Hawks, Lang, Welles, Hitchcock, Wilder, Sirk, Kazan, and others. Two two-hour classes and at least one screening per week.

Requisite: English 19 or another film course, or consent of the instructor (to be determined by application at first meeting of class.) Not open to Freshmen. First semester. Professor Cameron.

73s. Topics in Film Study. The topic for spring 1987 will be: Post-War European Cinema. Paying particular (but not exclusive) attention to Italian Cinema in the 1940s and 1950s and to French Cinema in the 1950s and 1960s, the course will attempt to describe, in critical and historical terms, the "new wave" that swept the discourse of European cinema in the post-war period. Some particular concerns will be: the self-consciousness of the movement (its extension into ideological, theoretical, and, critical activity), its politics, its aesthetics, its cultural function (in particular its appeal to an international audience for "art cinema"), the privilege it grants to the director as personal author, the sophistication of its manupulation of the language and apparatus of cinema. Films by such filmmakers as Rossellini, Visconti, Fellini, Antonioni, Bresson, Melville, Resnais, Godard, Truffaut, Chabrol, Bergman, Bunuel, and possibly by filmmakers from more recent epicycles of the movement in Eastern Europe and Germany. Two two-hour classes plus at least one screening per week.

Requisite: English 19 or another film course, or consent of the instructor (to be determined by application at first meeting of class). Second semester. Professor Cameron.

74. Film Theory and Criticism. What is cinema and what should be the basis for criticism of its texts and modes of discourse? Few serious writers have found the answers to these questions to be self-evident. With the aim of suggesting why this is the case, the course will explore some of the more important writings about cinema and about specific films, figures, movements, genres and techniques of the medium. Readings in such writers as Eisenstein and the early Soviet theorists, Benjamin, Panoksky, Bazin, the post-war Italian and French revisionists, the *auteur* critics in France, Britain and the U.S., Cavell, Wollen, Metz, Heath and others. Some attention will be paid to current movements and orientations in writing about film (phenomenology, psychoanalysis, semiotics, feminism) and to the work of some of the better reviewers. Besides the reading, frequent screenings, viewings in the video archive in Frost, papers and exercises. Three class hours per week.

Requisite: English 19 or another film course. Not open to Freshmen. Second semester. Omitted 1986-87. Professor Cameron.

77. Senior Honors/Tutorial. Independent work under the guidance of a tutor assigned by the Department. Open to Senior English majors with the consent of the Department. Students intending to take this course and its continuation, English 78, should submit their proposal to the Department secretary before the end of the preceding spring semester. *Students intending to do a project in verse, playwriting, or autobiography, must submit a substantial example of their work in this mode at that time.*

First semester.

78. Senior Honors/Tutorial. A continuation of English 77.

Second semester.

D77, D78. Senior Honors/Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional cases.
First and second semesters.

79. Contemporary American Film. A critical study of what has happened to the discourse of the Hollywood Film, once central to the national consciousness, since the 1950s, with the readings and appreciation of some extraordinary films, from *Psycho* to Raging Bull, that illuminate its situation. Particular attention to the efforts of individual filmmakers to work beyond the support of the collapsed studio system, to find an appropriate audience, to master the expanding technology of production, and to claim the status of personal authorship. Films by Kubrick, Penn, Peckinpah, Altman, Polanski, Malick, Coppola, Scorsese, Allen and others. Two two-hour classes and at least one screening per week.
Requisite: English 19 or another film course. Not open to Freshmen. First semester. Omitted 1986-87. Professor Cameron.

80. Contemporary Cultural Studies. A seminar course. The aim is to develop standards suitable for assessing representations of contemporary social reality. Topics figuring in recent student presentations and papers include television (serial comedy, game shows, formats of news programs, etc.), musical groups (Talking Heads, Class, others), documentary films (Pennebaker, Leacock, others), fictional versions of nuclear war, popular histories of the Sixties, advertising, celebrity journalism, the liberal, radical and conservative press. One class meeting per week.
Not open to Freshmen. Second semester. Professor De Mott.

81. Democracy, Culture and the Mass Media. A seminar for students interested in exploring the media of television, "the news," advertising, and some forms of popular music. Our inquiry will be shaped by questions about whose versions of culture, politics, and the society are broadcast, for whom they are intended, and what alternative accounts and expressions might be available. The central exploration involves the problem of how different groups of Americans construct culture and politics for themselves, define a collectivity, and are persuaded of the "truth" of a vision of the world. Class and political conflict, the shape of some Americans' worklives, ourselves as historical actors and objects, will provide the examples through which the course is conducted. Among others we will read Roland Barthes, William Connolly, Studs Terkel, Raymond Williams, and Charles Lindblom. Two seminars, four class hours, per week.
Not open to Freshmen. Sophomores may take the course with the consent of the instructor. Limited to twenty-five students. First semester. Omitted 1986-87. Professor O'Connell.

83. Feminist Reading. This course studies the literary usefulness of radical feminist, French feminist, and Marxist-feminist thought from several disciplines. Feminist theory will be read in conjunction with canonical and popular literature drawn from England, the United States, and Latin America. Feminist theorists discussed will include Adrienne Rich, Alice Walker, Luce Irigaray, Jacques Derrida, Audre Lourde, Jane Gallop, Juliet Mitchell, Gayatri Chakravorty Spivak, Michele Barrett, Rosalind Coward, and Gayle Rubin. Three class hours per week.

Not open to Freshmen. First semester. Omitted 1986-87. Professor Sedgwick.

84. Modern Drama: Ibsen to Pinter. A study of plays and playwrights that have shaped modern drama. These authors—Ibsen and Chekhov, O'Neill, Williams, Miller and Pinter among them—are important not only for their radical redefinitions of dramatic structure and purpose. They have also given us a canon of plays which still *work*, which still eloquently address the complex problems of the human condition. A major emphasis of this course will be the attempt to distill those aspects of each work—be they dramaturgical, thematic or literary—which continue to captivate the contemporary audience.

Second semester. Professor Anderson.

86, Topic 2. Topics in Theater: Shaw. George Bernard Shaw forged a vibrant theater of ideas. With theatrical verve he attacked everything from war to prostitution to slum landlordism, challenging accepted practices and championing clear-headed reform. This course will cover a wide range of Shavian work, including the prefaces, articles, and music criticism. An attempt will be made to find a way of approaching Shaw in performance, experiments which may result in a workshop production.

Second semester. Professor Anderson.

88. Topics in the Novel. The topic in 1985-86 was: The Fiction of James Joyce. Two class meetings per week.

Open to Juniors and Seniors. Second semester. Omitted 1986-87. Professor Cameron.

92. Literary Criticism. Readings in the major English and American critics of literature, from Samuel Johnson to the present. Such writers as Matthew Arnold, Henry James, I.A. Richards, T.S. Eliot, F.R. Leavis, William Empson, R.P. Blackmur, Edmund Wilson, and others will be considered, always in relation to particular poems and fictions. The aim of the course is twofold: to extend and complicate our ways of criticizing what we read, and to appreciate for their own sakes some classics of modern criticism.

Requisite: English 11 or consent of the instructor. Second semester. Professor Pritchard.

93s. Seminar: Topics in Literary Theory. Alternates with English 94. The topic varies from year to year.

Not open to Freshmen. Second semester. Omitted 1986-87.

94. Literary Theory. An historical survey of selected topics in literary theory, including metaphor, representation, allegory, narrative, and the ideology of criticism and creation. The readings will consist of texts by Plato, Aristotle, St. Augustine, Sidney, Goethe, Coleridge, Shelley, Baudelaire, Mallarmé, Benjamin, Auerbach, the New Critics, Jacques Derrida, and selected French and American feminist theoreticians. Attention will also be given to the German philosophical tradition as it shares the preoccupations and problems associated with the activity of criticism.

Not open to Freshmen unless they have taken English 11 or have the consent of the instructor. Second semester. Omitted 1986-87. Professor Parker.

95. "The Linguistic Turn": Language, Literature and Philosophy. An investigation into the nature of language—its sounds, forms, rhythms, and structures—especially as these inform, and are informed by, the reading of literary and philosophical texts. Our discussions will cover such issues as: the nature and history of the sign; the applicability of theories of phonology, syntax, semantics, and pragmatics as "tools" for the analyses of texts; the notion of "style" in language and its limitations; the degree to which narrative may be considered systematically; the "language" of the unconscious; the politics of literacy; the interrelationships among language, culture and sexuality. Previous acquaintance with the principles of linguistics will not be assumed.

First semester. Professor Parker.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters.

RELATED COURSES

Introduction to African-American Poetry. See Black Studies 34.

Second semester. Professor Rushing.

Short Fiction from the Black World. See Black Studies 35.

First semester. Omitted 1986-87. Professor Rushing.

Images of Black Women. See Black Studies 40.

Second semester. Professor Rushing.

Marxism and Romanticism: History and Literary Theory. See Colloquium 22.

Not open to Freshmen. Admission with consent of the instructors. Limited to twenty-five students. Second semester. Gross and Parker.

Women, Society, and Culture: The Americas. See Colloquium 35.

First semester. Omitted 1986-87. Professors Sedgwick and Sommer.

EUROPEAN STUDIES

Advisory Committee: Professors Bezucha, Cheyette, Chickering, Griffiths, Halsted, Huet, Kennick (Chair), Marshall, Pemberton, Pitkin, Scher*, Tiersky*, Trahan, Upton and White; Associate Professors Caplan, Hague, Michala, J. Taubman, Waller* and Zajonc; Assistant Professors Brandes, Caron, de la Carrera, Hewitt, Sandler*, and Slobin.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science or economics involving one or more European countries are possible approaches to the major. The student will select the six core courses in consultation with the Chair and an appropriate advisory subcommittee of the Program. Of these six courses, two will be independent research and writing during the Senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven. In addition, a major will take European Studies 21 and 22 during the Sophomore year or as soon as he or she elects a European Studies major.

Save in exceptional circumstances a major will spend at least one semester of the Junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the Senior year he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing his or her course schedule, a major should consult regularly with the advisory subcommittee and should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges. To aid in choosing courses, the Chair of the

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*On leave 1986-87.

European Studies Program can provide majors with lists of pertinent courses given among the Five Colleges.

11. The Spanish Civil War: Art, Politics, and Violence. The year 1986 marks the fiftieth anniversary of the military revolt that was to overthrow the Spanish Republic and precipitate the Spanish Civil War, a conflict that became a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Maraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo).

Students are encouraged to read texts in the original languages whenever possible. The course coincides with the Five College symposium on Spain, 1936, to be held October 6-11, 1986.

First semester. Professor Maraniss.

12. France: Politics and Society. This is an interdisciplinary study of French political development and the major themes of French political and social life over two centuries. The course, following the flow of ideas, emphasizes both what the French have said about themselves, and what others have said. The materials are various: "great books" (historical and political writing, a novel), documents, memoirs, *livres de combat*, a few films, some journalism and contemporary scholarship. The class begins by considering Tocqueville's *The Old Regime and the French Revolution* and ends in an analysis of contemporary French politics—the significance of Mitterrand's presidency and a Socialist/Communist alliance in government—seen in the context of modern French history.

Second semester. Omitted 1986-87. Professor Tiersky.

21. Readings in the European Tradition I. Reading and discussion of a series of related texts from Homer and Genesis to Dante: the Old and New Testaments (Genesis, Exodus, Judges, Job, Matthew, and John), Homer (*Iliad* and *Odyssey*), Hesiod (*Theogony* and *Works and Days*), Sophocles (*Ajax, Trachiniae,*and *Philoctetes*), Plato (*Apology* and *Symposium*), Vergil (*Aeneid*), Augustine (*Confessions*), and Dante (*Inferno* and *Purgatorio*). How do texts create meaning and claim prestige by presenting themselves within a "tradition"? How do we enrich or distort our readings of the text by seeing lines of influence and development different from those assumed in the text? Emphasis on active student discussion.

Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West. Required for European Studies majors. First semester. Professor Griffiths.

22. Readings in the European Tradition II: The European Short Story—An Introduction to Comparative Literature. Study of the European short story as a genre, from its beginnings with Boccaccio and Cervantes, to the great nineteenth-century novellas of Germany, France, Russia, and England. We will be reading Kleist, E.T.A. Hoffmann, Pushkin, Gogol, Flaubert, Maupassant, Dostoevsky, Tolstoy, Chekhov, Heinrich and Thomas Mann, D.H. Lawrence, Henry James and others. Finally we will discuss the transformation of the genre by Joyce, Kafka, Virginia Woolf, Robbe-Grillet.

The genre is affected by various literary and philosophical movements such as classicism, romanticism, realism, expressionism, existentialism, etc. The characteristic stylistic and thematic features of these movements will be explored, as well as different critical schools and methods, and questions of definition, taste and valuation. Two class meetings per week.

Enrollment limited to fifteen students. Second semester. Professor Trahan.

European Studies 77, D77, 78, D78. Senior Honors.

European Studies 97, 98. Special Topics.

RELATED COURSES

The Artist as Anti-Hero from Goethe to the Present. See German 28.
Second semester. Omitted 1986-87.

Modern Europe. See History 14.
Second semester. Professor Halsted.

FINE ARTS

Professors Schmalz‡, Sweeney (Chair), Trapp and Upton; Assistant Professors Caron, Morse* and Sullivan‡; Visiting Assistant Professor Margalit.

Major Program. The Fine Arts major offers the broadest possible means for developing and integrating a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through a balanced engagement in the Fine Arts. The work of each major will be directed by an advisory committee.

Course Requirements. A major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 11s and Fine Arts 12f are required. Unless otherwise stated, all Fine Arts courses are open to Freshmen.

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*On leave 1986-87.
‡On leave second semester 1986-87.

Majors may, with departmental permission, elect a Fine Arts 97-98 program of individual work. Likewise, they may include a limited number of courses in other departments of Amherst College or neighboring institutions as partial fulfillment of the major program.

Honors Program. Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their Senior year. Fine Arts 77-78 will be counted towards the ten-course requirement for the major.

INTRODUCTION TO THE FINE ARTS

Fine Arts 11 and 12 provide the student with an introduction to the study of the Fine Arts through the complementary approaches of history and practice. Either course may be taken independently of the other and may be taken in any sequence.

11s. History of Art. An introduction to works of art as the embodiment of human and cultural values from ancient civilizations to the present. This course will emphasize major historical periods, monuments, artists and themes as well as visual and formal analysis. Four class hours per week: three lectures plus one discussion section.

Second semester. Professors Caron and Upton.

12f. Practice of Art. An introduction to the formal issues of pictorial and sculptural construction. We will examine the major elements of linear and atmospheric perspective, line, value, color, form, texture, two-dimensional and three-dimensional composition. A weekly lecture, the study of old and new masters' work, and exercises will constitute in-class work; there will be weekly out-of-class assignments. Two two-hour class periods per week. No prior studio experience required nor special talent expected.

First semester. Professor Sweeney.

PRACTICE OF ART

14f. Basic Sculpture. An introduction to the fundamental techniques and principles of sculpture using both figurative and non-figurative subjects. Clay modeling, direct plaster work, moldmaking, and casting will be emphasized. Two three-hour class meetings per week.

Limited to twenty students. First semester. Professor Sullivan.

15s. Basic Oil Painting. A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Limited to twenty students. Second semester. Professor Sweeney.

16f. Watercolor Painting. An introduction to basic watercolor techniques. The course aims to develop ability to handle the medium confidently and to encourage exploration of its potential for personal expression. Two three-hour studio sessions per week and six additional hours of painting time.

Requisite: Fine Arts 12 or a comparable course. Limited to twenty-five students. First semester. Professor Schmalz.

17. Basic Drawing. A series of exercises to introduce fundamental representational problems in drawing, especially of the human figure, and to develop the student's knowledge and skill in the techniques and uses of drawing. Two three-hour meetings per week.

Limited to twenty students. First semester. Professor Sullivan.

17s. Basic Drawing. Same description as Fine Arts 17.

Second semester. Professor Margalit.

20. Intermediate Drawing. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Some prior studio course or experience. Limited to eighteen students. Second semester. Professor Sweeney.

21s. Three-Dimensional Design. Basic sculptural construction emphasizing structural forms and spatial concepts. A series of studio problems in various materials, primarily wood and metal, will lead to extended work on individual projects. Two three-hour class meetings per week.

Limited to twenty students. Second semester. Omitted 1986-87. Professor Sullivan.

22f. Basic Printmaking. A basic course in intaglio that introduces the student to dry point, engraving, hard and soft ground etching, sugar lift, and rosin aquatint. The chemistry involved in biting a plate, proof printing and redrawing, and the final printing of clean editions will be both discussed and demonstrated. The foundation of the class will center around the use of these techniques in conjunction with sound drawing and design skills to produce multiple images of professional quality and conceptual depth. The course will explore printmaking as a means to an end placing primary emphasis on its aesthetic potential rather than merely on its more mechanical aspects. Students will be encouraged to track their thoughts and working processes by printing their images in various states. This will allow them the opportunity to trace clearly their formal and compositional ideas. Weekly assigned problems will direct the students' energies to address specific ideas about line, volume, texture, pattern, and light and space. Two three-hour class periods per week.

Requisites: Two introductory Studio courses one of which is Basic Drawing or consent of the instructor. Limited to fifteen students. First semester. Professor Margalit.

24. Intermediate Sculpture. A studio course which investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modelling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two three-hour class meetings per week.

Requisite: Fine Arts 14 or 21, or consent of the instructor. Limited to twenty students. Second semester. Omitted 1986-87. Professor Sullivan.

26f. Intermediate Painting. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Fine Arts 12 or 15 or consent of the instructor. Limited to twenty students. First semester. Professor Sweeney.

27s. Printmaking. For the student with a general studio background, this printmaking course will focus on monotype and relief printmaking techniques. Woodcut, linocut, and wood-engraving will be explored and both western (oil base) and eastern (watercolor) printing techniques will be utilized. Various registration systems for multicolored printing will also be examined. For those students who have taken Fine Arts 22f, this course will also allow for further exploration of the intaglio process. Two three-hour class meetings per week.

Requisite: Basic Drawing and one other studio course or consent of the instructor. Limited to fifteen students. Second semester. Professor Margalit.

28. Advanced Drawing. A drawing course which will emphasize compositional issues by working from memory, imagination, other works of art, and life. The students will be encouraged in developing and exploring individual directions in pictorial construction. The course work will consist of slide lectures, individual and group critiques, in class drawing projects, and out of class drawing assignments. Six hours per week.

Requisite: Intermediate Drawing or equivalent. Limited to twenty students. Second semester. Omitted 1986-87. Professor Sweeney.

HISTORY OF ART

30f. Ancient Art. An examination of works of art from the major centers of the ancient world: Egypt, the Aegean, the Near East, Greece and Rome.

We will focus on the development of figural sculpture and on the evolution of monumental public architectural sites such as Giza, Knossos, Delphi, Olympia, and the Roman fora. Information from recent archaeological excavations will aid in the investigation of the growth and interaction of styles and motifs.

First semester. Omitted 1986-87. Professor Caron.

31. Themes in Early Medieval Art. A discussion of Christian visual expression from the fourth to the ninth centuries, from Constantine to Charlemagne, emphasizing the origins and development of Christian themes in painting, sculpture, and mosaic. Two meetings per week.

First semester. Omitted 1986-87. Professor Upton.

32f. Romanesque and Gothic Art. A study of the architecture, painting, and sculpture of western Europe, primarily France, from the eleventh through the thirteenth centuries. Particular attention will be given to the design and decoration of the great abbey churches and cathedrals, among them Mont-Saint-Michel, Cluny, Santiago de Compostella, Paris, Chartres, Amiens. Both thematic and formal development will be considered. Three hours of classroom work per week.

First semester. Professor Upton.

33. Italian Renaissance Art. An examination of painting, sculpture and architecture in Tuscany, Rome and Venice from 1400 to 1550. This course will focus on Masaccio, Donatello, Michelangelo, Leonardo da Vinci, Raphael and Titian and their contributions to the "rebirth" of Italian art.

First semester. Professor Caron.

34. Baroque Art. A study of the major figures and movements in seventeenth-century Italy, Spain, and France. Focus will be on the work of Annibale Carracci, Caravaggio, Bernini, Velasquez, Rubens, and Poussin.

Second semester. Professor Caron.

35. Dutch and Flemish Painting. Realism in painting in the Lowlands from the fifteenth to seventeenth centuries, with emphasis on the works of Jan Van Eyck, Roger van der Weyden, Hugo van der Goes, Bosch, Bruegel, Vermeer, and Rembrandt. Two meetings per week.

First semester. Professor Upton.

36. The Eighteenth Century. Painting, sculpture and architecture in Europe, c. 1700-1825. The course will emphasize the Rococo in France, Germany, and Italy; the National Academies; Neo-Classicism; post-revolutionary art and the shift to "modernism." Time permitting, some aspects of American colonial art will also be considered.

Requisite: Fine Arts 11 or consent of the instructor. Second semester. Omitted 1986-87. Professor Schmalz.

37. The Origins of the Modern Movement: Nineteenth-Century Art. A selective examination of major masters and movements in nineteenth-century art concluding with a study of Impressionism and Post-Impressionism. Outside reading and written assignments. Two meetings per week.

Requisite: Fine Arts 11 or 12, or consent of the instructor. First semester. Professor Trapp.

38. Modern Art: Twentieth-Century Art. A selective examination of major masters and movements in twentieth-century art, including contemporary developments. Two meetings per week.

Requisite: Fine Arts 11 or 12, or consent of the instructor. Second semester. Professor Trapp.

39s. Modern Art: Art After 1945. The major movements in American and European art after 1945 will be studied. Abstract Expressionism, Pop Art, Minimalism, Assemblage, Happenings and Performance Art, Earthworks and Environmental Sculpture, Video and Recent Realism will be among the topics considered.

Requisite: A previous art history course or consent of the instructor. Second semester. Omitted 1986-87.

41. Photography and Painting: The First Century. This course will examine technical and expressive developments in western photography and painting from about 1840 through the years following World War II. Our primary aim will be to discover and discuss the mutual interdependencies between these two visual forms in order to understand something of how they have affected each others' histories and conditioned the larger visual environment we have inherited. Three class meetings per week.

Requisite: Fine Arts 11 or 12, or another course in the history of art. First semester. Professor Schmalz.

42. Arts of Japan. A survey of the arts of Japan, focusing on the development of the pictorial and sculptural tradition from the fifth century A.D. to the late nineteenth century. Topics to be investigated include Buddhist painting, sculpture and architecture, narrative handscrolls, ink painting and the arts related to the Zen sect, and the diverse traditions of the Edo period, as well as woodblock prints. There will be field trips to look at works in museums and private collections in the region.

Second semester. Omitted 1986-87. Professor Morse.

45s. Arts of India. Traditional arts of Indian Asia from the Indus Valley civilization to approximately the eighteenth century A.D. This survey will focus on Buddhist and Hindu art and architecture including aspects of religious beliefs as they affect the history of art. The impact of Islam on the painting and architecture of Indian civilization will also be explored.

Second semester. Omitted 1986-87. Professor Morse.

46f. Survey of Asian Art. A general introduction to the major monuments of South and East Asia focusing primarily on India, China, and Japan, but also including Southeast Asia and Korea. Through a study of the historical and religious context of works of architecture, sculpture and painting, the course will attempt to discover the themes that unify the artistic traditions of Asia and those that set them apart. Topics to be covered include the development of the Buddha image in India, Chinese landscape painting and Japanese woodblock prints. There will be field trips to look at works in major local collections.

First semester. Omitted 1986-87. Professor Morse.

48. Arts of China. An introduction to the arts of China focusing on the bronze vessels of the Shang and Chou dynasties, the Chinese transformation of the Buddha image, and the evolution of the landscape and figure painting traditions. The course will include many of the more recent archaeological discoveries on the mainland and will also attempt to place the monuments studied in the cultural context in which they were produced.

Second semester. Omitted 1986-87. Professor Morse.

SEMINARS

51. Topics in Fine Arts. These courses, designed for advanced students in small groups, address problems ranging from the methods and purpose of art history, connoisseurship, and criticism to specialized study of composition, color, design and techniques in the practice of art. Since the specific content of courses will vary from year to year, most may be repeated with the consent of the instructor. Two topics will be offered in the first semester 1986-87:

1. MICHELANGELO. This seminar will focus on the evolution of the art of Michelangelo in painting and sculpture. We will closely examine the paintings on the Sistine Ceiling, now being cleaned, and integrate our findings with a study of the sculpture of Michelangelo, and with readings from his poetry. Our goal will be to comprehend what Michelangelo did, how he did it, and why. What factors make him the most famous artist who ever lived?

Requisite: Fine Arts 11 or 12 or 33, or consent of the instructor. Limited to twelve students. Professor Caron.

2. THE COMPLETE DRAWING. A studio course focusing on drawing as a complete and final art form. Intense individual explorations of images and ideas will be stressed. The relationship and interplay between illusionistic drawing and the elements of abstract pictorial construction will be emphasized along with possibilities and limitations of various drawing mediums. Slide lectures, discussions, and group critiques will comprise an integral part of this studio course.

Requisite: Basic Drawing and one other studio art course or consent of the instructor. Limited to twelve students. Professor Margalit.

51s. Topics in Fine Arts. Same description as Fine Arts 51. Two topics will be offered in the second semester 1986-87:

1. WHAT IS MODERN ABOUT CONTEMPORARY ART? An examination of the values inherent in the visual structure of twentieth century art. Based on a close formal and iconographic analysis of the art of our own century, we will address the general issue of our individual and collective response to contemporary art as it has gone from being "modern" to "post-modern." One goal will be to seek out "pre-post modern" artists as a key to the evolution of modern art; another will be to ask, is it any good and why?

Requisite: Fine Arts 11 or 12 and one other course in either the practice or history of art. Limited to twelve students. Professor Upton.

2. ISLAMIC ART AND ARCHITECTURE: ORIGINS TO 1300. A history of Islamic art from its origins in the Byzantine and Sasanian traditions of the Near East, to its development under the Arab Empire and under subsequent Turkish and Persian dynastic patrons. Comprehending the Islamic world from Spain to India, the course will emphasize the central Islamic lands of the Near East. Background in either art history or Near Eastern history will be useful.

Professor Denny (University of Massachusetts).

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Full or half course.
First and second semesters. The Department.

RELATED COURSE

Religion and Art in Africa. See Religion 25.
First semester. Professor Pemberton.

GEOLOGY

Professors Belt* and Brophy (Chair); Associate Professor Cheney; Assistant Professors Crowley and Harms; Dr. M. Coombs.

Major Program. All students majoring in geology must take eight courses in the department. These courses must include Geology 27, 29, 30, 31, 32, 34 and two from the group Geology 11, 14, 23. Specific requirements may be modified with advance approval of the department.

In addition to the above program, each major is encouraged to engage in at least one semester of independent study/research and to write a Senior thesis. The major program should include courses in mathematics and the physical or biological sciences. The appropriate courses will be determined by the students' specific interests, preparation, and abilities within the field of geology and the ancillary sciences. Prospective majors should discuss their interests with the staff as early as possible in order to elect an effective program of study.

Early in the second semester of the Senior year, each major shall take a comprehensive examination, both written and oral. Part I will encompass those subjects considered to form the basic body of knowledge in the science. Part II will include questions that synthesize geologic knowledge. Part III will be an oral examination by the staff.

Students proceeding to graduate school should take the Graduate Record Examination early in their Senior year and should be aware that some graduate schools require reading proficiency in a language (usually French, German, or Russian), and attendance at an accredited summer field camp in geology.

Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject should be chosen in the Junior year but must be chosen no later than the first two weeks of the Senior year. Geology 77, 78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the Senior year.

Unless otherwise specified, all courses are open to any student having requisite experience or consent of the instructor.

11. Principles of Geology. Study of the earth and its inhabitants throughout time from the record preserved in the rocks. Review of the processes that denude the earth's land surface (destructional) and those that enlarge the earth's land surfaces (constructional); the origin and distribution of landforms of North America; origin, distribution, and use of natural resources; geologic principles applied to law, engineering, architecture, urban development and industrialization. One all-day field trip and several afternoon trips. Four hours class and two hours laboratory each week.

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*On leave 1986-87.

First semester. Professors Brophy and Cheney.

11s. Principles of Geology. Same description as Geology 11.

Second semester. Professors Brophy and Cheney.

14. Dynamic Earth. The origin and physical evolution of planet earth as derived from the rock record; the conceptual development of plate tectonic theory; the changing configuration of continents and ocean basins analyzed using evidence from diverse branches of geology; the past examined as a key to the future. Three lectures and one hour discussion/project session per week.

Requisite: Geology 11 or consent of the instructor. Second semester. Professor Crowley.

18f. Geology: Environmental and Public Issues. Natural and man-made hazards have long constituted a threat both to the environment and to the safety of man. Examples involve the natural hazards of earthquakes, volcanoes, and landslides and the man-induced hazards associated with man's engineering works (building foundations, dams, tunnels, nuclear power plants, etc.). These problems, many of which are serious environmental and public issues, will be studied through case histories and from the scientific approach utilizing fundamental geologic principles. Three hours of class each week; occasional field trips to examine the impact of man on the environment.

First semester. Professor Alexander (University of Massachusetts).

23. Geomorphology and Environmental Geology. The application of geologic principles to environmental problems of water resources, flood control, beach erosion, disposal of solid and liquid pollutants, earthquake prediction, and landslide hazards. Emphasis is on man's influence on natural systems such as surface and ground water, estuaries, and nearshore litoral environments. Term project on local environmental problem. Three hours class and three hours laboratory (or project work) each week.

Requisite: Geology 11 or consent of the instructor. First semester. Omitted 1986-87. Professor Belt.

24f. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. First semester. Dr. Coombs.

27. Paleontology. An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisite: Geology 11 or 14 or Biology 12. First semester. Omitted 1986-87. Professor Belt.

29. Structural Geology. A descriptive and analytical study of sedimentary, metamorphic, and igneous rock structures, and of the causes of deformation within the context of regional tectonic frameworks. Geologic structures will be studied and mapped in the field in areas of sedimentary, metamorphic, and igneous rocks during the laboratory. Three hours class and five hours laboratory each week.

Requisite: Two courses in geology, one of which may be taken concurrently. First semester. Professor Crowley.

30. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes mineral synthesis, X-ray diffraction, emission spectroscopy, differential thermal analysis. Three hours lecture, two hours directed laboratory.

Requisite: Geology 11, Chemistry 11 strongly recommended. Second semester. Professor Brophy.

31. Silicate and Optical Mineralogy. Part I considers the crystal chemistry of the silicate minerals in the context of their structures, compositional variation and stability relations. Part II considers the theory and practical methodology of optical crystallography as it pertains to common rock-forming minerals. Laboratory work emphasizes the megascopic and microscopic identification of the common rock-forming minerals. Three hours lecture and three hours laboratory per week.

Requisite: Geology 30. First semester. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours class and three hours laboratory per week.

Requisite: Geology 31. Second semester. Professors Cheney and Crowley.

34. Sedimentology. A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours class and three hours laboratory each week.

Requisite: Geology 11. Second semester. Professor Harms.

43. Geochemistry. The application of chemical principles to geologic processes and equilibria. Emphasis is placed on the application of thermodynamics to geologic problems. This includes consideration of phase and reaction equilibria with regard to the genesis of igneous and metamorphic rocks and hydrothermal ore deposits. In addition, isotope and trace element geochemistry are discussed in the context of applications to geologic problems, which include geochronology and geothermometry. Four hours of class each week.

Requisite: Geology 30. Chemistry 12 strongly recommended. First semester. Professor Cheney.

46. Economic Geology. Origin, occurrence, distribution uses, and production of fossil fuels, metallic and nonmetallic ore deposits. Laboratory devoted to studies of important mining districts and their geologic relations, and to a solution of geologic problems related to their occurrence. Three hours class and two hours directed laboratory each week.

Requisite: Geology 29 and 32. Second semester. Professor Brophy.

77, D77, 78, D78. Senior Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to Seniors who meet the requirements of the Honors program. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental chairman is required. First and second semesters. The Staff.

GERMAN

Professors Scher* and White (Chair), Visiting Professor Trahan, Assistant Professor Brandes.

Major Program. Course requirements for majoring in German consist of German 10 and 11 (or their equivalent), plus six further German courses above the level of German 5.

The objective of the major in German is to develop language skills and to provide acquaintance with the literary and cultural traditions of the

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*On leave 1986-87.

German speaking countries: The Federal Republic of Germany, the German Democratic Republic, Austria and Switzerland. To foster awareness and understanding of a culture different from our own, departmental courses are often interdisciplinary in approach, introducing art and music, historical background, social issues, and other cultural concerns as well as intensive analysis of literary works. While the Department offers effective preparation for graduate study in German language and literature, its primary aim is more broadly humanistic and cross-cultural. The major in German may lead to a variety of careers in international affairs, education, business, and government.

Students who plan to major in German or wish to spend a semester or a year in Germany should take at least one German course per semester during their first two years. Courses in European history and in other languages and literatures are also recommended.

A major in German will take a written or oral comprehensive examination during the second semester of the Senior year. This examination is designed to test the student's knowledge and interpretive skills in German language, literature, and general culture. A Departmental Reading List will be provided to aid in preparing for this examination. Majors are urged to secure this Reading List as early as possible in their academic career, and to select their courses in such a manner as to fill existing gaps. Substitutions for certain works on the Reading List are permitted but require the Department Chair's approval by the beginning of the semester in which the student will take the Comprehensive Examination.

Majors should supplement their German courses by courses in other European languages and literatures, ancient or modern, and in European history, philosophy, and the arts. They are encouraged to read additional works of major German-language authors, to be familiar with the most important aspects of the political history of the German-speaking countries, and to consider a semester or year of study in a German-speaking country.

Because the Department stresses mastery of all four language skills (understanding, reading, speaking, writing), German majors should plan their curriculum so as to allow time for participation in activities such as the weekly German lunch table (Deutsche Gesprächsrunde), films and discussions following these, and special activities of the German section of Porter House.

Honors Program. In addition to the courses required for a *rite* major, candidates for Honors must complete German 77 and 78, and must present a thesis.

The aim of Honors work in German is to offer the candidate the opportunity (a) to explore a chosen field or fields through a more extensive program of readings than is possible in course work; (b) to organize material along historical or analytical lines, usually in the form of a thesis or essay; (c) to acquire a general view of the history and development of German literature or language.

Each candidate will present a thesis or essay on an approved topic. The quality of the thesis, together with the result of the comprehensive examination, will determine the level of Honors for which the Department will recommend the candidate.

Prizes are awarded annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

1. **Elementary German I.** A structural approach to the study of German, with emphasis on syntax as the key to a thorough mastery of the language, and with attention to the skills of listening, speaking, reading, and writing. Three class meetings per week plus an additional conversation hour in small sections, with individual work in the language laboratory.

First semester. Professor Brandes and Staff.

2. **Elementary German II.** A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus an additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Professor Brandes and Staff.

5. **Intermediate German.** Systematic review of grammar, reading and discussion of selected contemporary texts. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional oral practice with German assistants. Stress will be placed on acquisition and polishing of verbal and reading skills in the language. Conducted in German.

Requisite: Prior study of elementary German. First semester. Professor Trahan and Staff.

10. **Advanced Composition and Conversation.** Practice in free composition in German. Exercises in pronunciation and idiomatic conversation, with supplementary practice in the language laboratory. Oral reports on selected topics. Conducted in German. Three hours per week in class, plus an additional conversation hour in small sections and one hour in the language laboratory.

Requisite: German 5 or equivalent. Second semester. Professor White and Staff.

11. **Introduction to German Literature.** An introduction to the technique of understanding and interpreting literature, based on close reading and analysis of representative German texts from the lyric, dramatic, and narrative genres. Training in stylistics and in the terminology of literary criticism. Three class meetings per week. Conducted in German.

Requisite: German 5 or equivalent. First semester. Professor Trahan.

12. Advanced Reading, Conversation, and Style. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel*, essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Two or three oral reports and frequent structured composition exercises will be required. Students will also listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week.

Requisite: German 10 or equivalent. Second semester. Professor Trahan.

21. Germany in the Age of Reformation. An examination of literary, political, theological, and artistic events and trends in early sixteenth-century Germany. Close study of selected writings of Martin Luther, Ulrich von Hutten, Thomas Müntzer and others, including samples of Luther's translation of the Bible. A survey of Reformation history and the Peasants' Revolt, the impact of Gutenberg's invention on history and culture, and the artistic careers of Dürer, Lucas Cranach Sr., Grünewald, Holbein and others. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. First semester. Professor White.

23. German Culture of the Eighteenth Century. An exploration of writing and the fine arts in eighteenth-century Germany, with emphasis on drama, fiction, essays, and the interaction of socio-political forces, art, music and language. Selected readings in Gottsched, Lessing, Winckelmann, Wieland, Klopstock, the young Goethe, and others. Occasional listening assignments in J.S. Bach and Mozart. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. First semester. Omitted 1986-87.

25. German Romanticism. An examination of the changing aesthetic climate in Germany around 1800; the emergence of a new mode of imagination and artistic vision. Close study of selected Romantic poetry and prose against a background of related developments in philosophy, religion, and the arts. Texts by Wackenroder, Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann, and others. New concepts of irony, wit, myth, and symbol as formulated in the theories of the Schlegels. Romantic painting: Runge, Friedrich, and the Nazarenes. Romantic music and the Lied: Weber, Schubert, Schumann, and Mendelssohn. Conducted in German.

Requisite: German 11 or equivalent. First semester. Professor White.

26. Nineteenth-Century Literature. A study of literary works representative of Young Germany, Biedermeier and Poetic Realism. Readings will include prose fiction, poetry and plays and will be chosen from the works of authors such as Büchner, Heine, Keller, C.F. Meyer, Hebbel, and Fontane. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. Omitted 1986-87.

28. **The Artist as Anti-Hero from Goethe to the Present.** The course investigates the role of art and the artist in society through a study of Romantic, Realist, early Modernist and post-World War II literary portrayals: the artist as outsider, prophet, madman, criminal, visionary, traitor. Readings will include drama and fiction by Goethe, E.T.A. Hoffmann, Georg Büchner, Thomas Mann, Kafka, Paul Hindemith, Siegfried Lenz, Günter Grass, and Christa Wolf. Occasional listening assignments and movies. Readings and discussions in English, with some texts in the original German for students with command of the language. Three hours per week.

Second semester. Omitted 1986-87.

34. **Postwar German Literature, East and West.** An investigation of the major literary developments in German-speaking countries since 1945, viewed within the context of contemporary political and social history. Topics to be discussed, as reflected in the readings, include coming to terms with the Nazi past, problems of affluence, the division of Germany, the threat to civil rights posed by terrorism and the reactions to it and the peace movement. Readings will be chosen in various genres, including experimental texts, from works by authors such as Günter Grass, Heinrich Böll, Peter Handke, Martin Walser, Alexander Kluge and Gabriele Wohmann in the West, and Anna Seghers, Christa Wolf, Günter Kunert, Volker Braun, Ulrich Plenzdorf and Heiner Müller in the East. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. Professor Brandes.

35. **Studies in Twentieth-Century German Fiction.** An examination of significant trends in twentieth-century prose fiction within the context of social and political change. Emphasis will be placed on close textual analysis in order to develop understanding of narrative techniques and trace the evolution of new forms of narration. Readings will include a variety of shorter prose works and at least one novel, by such major authors as Thomas Mann, Kafka, Alfred Döblin, Robert Musil, and others.

Requisite: German 11 or equivalent. First semester. Omitted 1986-87.

36f. **German Literature in Translation.** Selected works of German literature from the eighteenth century to the present with emphasis on the changes in society as reflected in German drama, fiction, and poetry. Occasional listening assignments and films. Readings and discussions in English, with some texts in the original German for students with command of the language. Three hours per week.

First semester. Omitted 1986-87.

38. German Drama of the Twentieth Century. Studies in German drama of the period with emphasis on the Expressionists, Brecht, and post-World War II dramatists. Three hours per week. Conducted in German.

Requisite: German 11 or equivalent. Second semester. Omitted 1986-87.

42. Culture and Politics in the Weimar Republic. An exploration of literature, drama, music, and painting in Germany during the period 1918-1933, with emphasis on the interaction of art and politics. Readings, listenings, and viewings of works by such figures as Brecht, Thomas and Heinrich Mann, Tucholsky, Schönberg, Berg, Hindemith, Beckmann, Barlach, and Nolde. Readings and discussions in English, with some assignments in German for students who command the language. Three hours per week.

Second semester. Professor White.

44. Contemporary Germany. A study of social, political, and cultural developments in East and West Germany since World War II. Reading and discussion of essays, newspaper and magazine articles and other texts of topical interest will aim to increase familiarity with current linguistic usage as well as to create awareness and understanding of the major concerns and problems of contemporary German society. Conducted in German. Three hours per week.

Requisite: German 10 or equivalent. Second semester. Omitted 1986-87. Professor Scher.

77, 78. Senior Honors.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

HISTORY

Professors Bezucha, Campbell, Cheyette, Czap, Davis, Greene, Gross, Halsted (Chair), Hawkins, Levin, Moore, and Petropulos; Professor Emeritus Commager, Simpson Lecturer; Visiting Professor Crowder; Associate Professor Dennerline†; Assistant Professors Couvares, Hunt, and Servos*; Visiting Assistant Professor Redding.

The study of History helps us to understand the differences and similarities between our own lives, thoughts, and habits and those of past peoples in the Americas, Europe, Asia, the Middle East and Africa. It allows

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*On leave 1986-87.
†On leave first semester 1986-87.

us to understand ourselves better by comparing ourselves to others. It allows us to understand other people better through seeing them in their own contexts, as well as in comparison to other peoples and to ourselves. And it focuses upon and serves to explain the ways in which peoples throughout the world have experienced change.

History Department offerings introduce students to these ways of looking at and understanding the past, as well as to a variety of both traditional and innovative types and techniques of historical investigation.

The student majoring in History should develop both a knowledge of the past and skill in the historian's craft.

Major Program. The History major program is designed to foster the forms of understanding outlined above. All History majors are required to take at least eight courses. One of these must be History 11, taken preferably during Freshman or Sophomore year, and another must be History 90, the Junior seminar for all History majors. Students who plan to be away from Amherst during the second semester of the Junior year are encouraged to take History 90 in the Sophomore year, although the requirement may be completed in the Senior year. Honors majors will fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their honors essays.

The Department requires two particular courses of all majors, History 11 and History 90, for the purposes of emphasizing essential dimensions of historical theory and practice and of enabling History majors to share a common intellectual experience. History 11, the Introduction to History, is designed to act out some of the ways by which a comparative historical consciousness, sensitive to the realities of change, continuity and variety in human affairs, can illuminate a significant theme or movement in history. History 90, the Junior seminar in History, is designed to provide an opportunity for students with considerable experience in historical study to reflect together on the relationship between historical theory and practice.

Based on our judgment that historical knowledge is knowing what is different and what is similar, the Department has devised the following distribution and requirements in order to ensure the geographical and chronological breadth in a History major program. In making their course selection, students are expected to take courses in at least three of the following six geographically-defined areas: North America, Latin America and the Caribbean, Europe, Asia, the Middle East and Africa. Majors are also expected to elect at least one course primarily concerned with pre-nineteenth century history.

Because the Department believes a History major should also be characterized by some principle of coherence, we expect all majors to focus in considerable depth on a primary field of interest: geographical, chronological, comparative and/or topical. The primary fields should be defined by students in close consultation with their Department advisors.

Comprehensive Examination. Majors will be expected to have demonstrated before the middle of their last semester a comprehensive knowledge of their primary fields of interest to an evaluating committee of the Faculty. The mode of evaluation need not be the same for all majors and may be designed individually to test the skills each student has developed.

Honors Program. Students who are candidates for honors will normally take two courses, History 77 and History 78, in addition to the eight courses required of all majors. With the approval of their Departmental advisor, honors candidates may also take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her honors project.

Unless otherwise specified, all courses are open to Freshmen.

11s. Introduction to History: "Leaders and Followers"—Comparative Studies of Political Movements in History. This course focuses on the dynamics of leadership in comparative historical perspective. The central problem is to understand and appreciate the ways in which political, social and economic circumstances have combined at crucial moments in world history to bring powerful leaders together with committed followers in search of social and political change. Questions addressed include: How do such leaders attract their followings? How much weight can we give to ideology, propaganda, charisma, or religious belief? How much to organization, manipulation, or promise of wealth and power? How do the followers influence the direction of their leaders? How much weight can we give to culture, race or national pride? How much to class, gender, or personal ties? Finally, the course introduces the student to a broad variety of historical approaches, from biographies of leaders and political narrative to statistical analysis of followers, economic interpretations and community studies. The approaches are compared to original sources as we, the students of history, evaluate them.

The course presents for comparison recent and not so recent, western and non-western, national and non-national movements: e.g., Hitler and National Socialism, Gandhi and Indian independence, Henry VIII and the English Reformation, Martin Luther King and American Civil Rights. Three meetings per week. Required of all History majors.

Second semester. Professors Cheyette, Czap, Dennerline, and Petropulos.

EUROPE

13. Medieval and Early Modern Society. An introduction to some major themes of western European history from late antiquity through the seventeenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organizations. Through a reading of the works of some great historians we will also explore the ways in which Europeans have conceived of this thousand years of historical experience. Three class meetings per week.

First semester. Professor Cheyette.

14. Modern Europe. An introduction to the history of Europe since the eighteenth century. Topics include: the old regime and the French Revolution; the Industrial Revolution; liberalism and nationalism in the development of modern nation states; imperial expansion; economic depression and totalitarianism in the era of the two world wars; the Cold War and the end of European colonialism. Lectures and discussions. Readings in major historical and biographical writings, and in representative works of social analysis and literature from the period. Three class meetings per week.

Second semester. Professor Halsted.

19s. European Society in the Middle Ages. Through reading and discussing primary documents—chronicles, land conveyances, letters, law books, literary works, and the urban and rural landscapes of Europe—the course will explore the structure of peasant, aristocratic, and ecclesiastical societies between c. 1000 and c. 1250. Topics for discussion will be selected from among the following: the Norman conquest of England and Sicily, Catalan expansion in Languedoc, the Gregorian reform, early Capetian monarchy, spirituality and heresy, economic development. Emphasis will be placed both on the fundamental changes occurring during this seminal period of European history and on the radical differences between the way medieval Europeans imagined their society and the way we imagine our own. Frequent short papers.

Second semester. Professor Cheyette.

20f. Culture and Society in the Italian Renaissance. Through an analysis of selected works by Michelangelo, Petrarch, Boccaccio, Dufay, Machiavelli, and other writers, artists and composers, and reading and discussing contemporary autobiographies, letters, diaries, government records, etc., the course will consider, first, the expressive techniques of creative artists in the fourteenth, fifteenth, and sixteenth centuries, and, second, the relationship of artists to patrons and the larger role of clientage and patronage in the society of Renaissance Italy. Special emphasis will be placed on Florence, Rome, and the Church. Frequent short papers and one research paper at the end.

First semester. Professor Cheyette.

22. The Reformation Era, 1500-1660. The ideas of the great reformers (Luther, Calvin, Zwingli) will not be neglected in this course but the primary emphasis will be on the relationship between religious ideas—particularly Calvinism—and social, political, and cultural change. Among the topics discussed will be the connection between Protestantism and non-elite literacy, the role of doctrinal conflict in the development of various urban institutions, and the contribution of Protestant propagandists to anti-monarchical political theory. The role of religious ideas in sixteenth- and seventeenth-century mass movements (notably the Dutch Revolt) and the English Revolution of 1640 will also be surveyed. Readings will include several classic interpretations of the Reformation including Max Weber's *Protestant Ethic and the Spirit of Capitalism* but will be more heavily weighted toward recent works in sixteenth- and seventeenth-century social history, urban history, and women's history. Two class meetings per week.

Second semester. Professor Hunt.

23. Popular Culture in Early Modern Europe. The course will explore the content of European non-elite ideas over the period approximately 1500 to 1800. Of special concern will be the ambiguous role of the printing press in the first era of substantial non-elite literacy, the widening gap between "high" and "low" culture in the early modern period, and the connection between "folk culture" and political activity. Readings will include recent works by Leroy Ladurie, Elizabeth Eisenstein, and Natalie Davis, together with sixteenth-, seventeenth-, and eighteenth-century almanacs, chap books, popular ballads, folk tales, magical spells and the like. Reading knowledge of French helpful but not required. Two class meetings per week.

First semester. Professor Hunt.

24. Modern European Thought. A seminar dealing with major themes and movements in European intellectual history from the era of Romanticism to the mid-twentieth century. Readings in works of philosophy, history, literature and criticism, and of social and political theory and analysis. Extended treatment will be given to two or three major intellectual figures such as Marx, Mill, Tocqueville, Nietzsche or Weber. Two class meetings per week.

Second semester. Professor Halsted.

26. Modern European Social History. An examination of the lives of men and women—members of the aristocracy, the bourgeoisie, the working classes, and the peasantry—in Europe from the introduction of printed books in 1450, to the invention of motion pictures, the phonograph, and radio around the start of the present century. Special attention is given to gender-roles within social classes, private and public behavior, and the changing relationship between learned and popular culture. Reading and discussion of three kinds of texts: (1) historical attempts to reconstruct the past; (2) contemporary documents in which people speak for themselves; (3) literature. Two class meetings per week.

Second semester. Omitted 1986-87. Professor Bezucha.

27. Victorians and Edwardians. The people and culture of nineteenth-century England will be studied through recent biographical and historical works and through a wide range of writings from the period itself, including autobiographies, social criticism, novels, and poetry. Two class meetings per week.

First semester. Professor Halsted.

29. Europe at the Zenith of World Power. The history of Europe between the unification of Germany, a result of the Prussian-led victory over France in 1871, and the collapse of her Second Empire following military defeat by France and her allies in 1918. While the framework for this course is constructed of political, diplomatic, and military events, we will consider economic, social, and cultural matters. The semester is divided into six units: The Political Culture of Nationalism, Imperialism, Consumers and Producers, Women's Lives, The Origins of the Great War, and Dying and Living in the Great War. Lectures, discussion of selected readings, and essay assignments. Two class meetings per week.

First semester. Professor Bezucha.

30. Europe's Loss of World Hegemony. The history of Europe from the wave of domestic and international unrest that followed the Bolshevik Revolution in Russia in 1917, as well as the defeat of the German and Austro-Hungarian Empires in the Great War, to the impact of the OPEC oil embargo in the 1970s. The semester is divided into six units: The Political Culture of the 1920s, the Triumph of the Nazis in Germany, The Political Culture of the 1930s, Europe's Second World War, The Iron Curtain Period, and Living Between the Superpowers. Lectures, discussion of selected readings and videotapes, and essay assignments. Two class meetings per week.

Second semester. Professor Bezucha.

35s. Modern Greece. An examination of modern Greek society from the fifteenth century to the present, with the focus on the imperialist contexts (Ottoman and modern) in which it developed and on the forms of adaptation and resistance to those contexts. Modern Greek attempts to relate effectively to the classical and Byzantine past will be considered as a vital part of this focus. Two class meetings per week.

Second semester. Omitted 1986-87. Professor Petropulos.

36. Seminar on European Cultural History Since 1500. In anticipation of the bicentennial of the French Revolution, the general subject of the course this year is the history of France in the generation before 1789. Our specific focus will be on two commercial establishments familiar to eighteenth-century Parisians: the café and the bakery.

What can we learn about the coming of the French Revolution from studying the culture of everyday life? The search for answers will take us from Caribbean plantations, where slaves produced coffee and sugar, to the gardens of the Palais-Royal, where writers sat around tables and discussed the meaning of the word "Liberty." We will also enter the rural world where peasants harvested grain, and the city streets where "the common people" rioted over the price of bread. One class meeting per week.

Not open to Freshmen. Enrollment limited to twenty students. Second semester. Professor Bezucha.

37. Russia. A History of Russia Until Approximately 1880. An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. Three class meetings per week.

First semester. Professor Czap.

38. Russia. A History of Late Imperial and Soviet Russia. Russia during the period of industrialization and constitutional monarchy; the revolutions of 1917; the reestablishment of social order and the development of Russian society under the Communist Party into the 1930s. Emphasis throughout on the development and transformation of social and political structures. Three class meetings per week.

Second semester. Professor Czap.

39. Topics in Russian History. The topic changes from year to year. Knowledge of Russian history, literature, or language will be helpful but not necessary.

Not open to Freshmen. First semester. Omitted 1986-87. Professor Czap.

ASIA

43. Chinese Civilization: An Historical Perspective. A study of the classical roots of Chinese statecraft, philosophy, religion and literature before the modern era in social and political context. Beginning with the *Shih Ching (Book of Songs)*, we will use the classical texts of Confucianism, Taoism, and Buddhism, historical narrative, biography, poetry, the arts and popular traditions as windows into Chinese culture. Modern as well as traditional interpretations will help to establish the affinities and the frustrations that Chinese feel with respect to their classical roots in comparison with modern and Western ways. Three class sessions per week.

First semester. Omitted 1986-87. Professor Dennerline.

44. Class and Culture in Late Imperial China. Between the great medieval economic revolution of the ninth to the twelfth centuries and the political revolutions of the twentieth, Chinese society underwent a slow but thorough transformation. The transformation is reflected in the development of two cultures—the dominant literati one and the broad popular one. This course is a study of the interaction between the two. Using historical narrative and interpretation, philosophical essays, local descriptions, poetry, personal memoirs and fiction, we will follow the interaction from the great rebellions that expelled the Mongols in the fourteenth

century, through the experiments with individualism in the sixteenth, the Manchu conquest in the seventeenth, the full development of the marketing system in the eighteenth, and the Western challenge in the nineteenth. Two meetings per week.
Second semester. Omitted 1986-87. Professor Dennerline.

45s. Modern China. A survey of Chinese history from the eighteenth century to the present. Major themes include continuities and discontinuities in political structure, the role of intellectuals, the peculiar dynamics of the Chinese urban-rural relationship, the family and other aspects of Chinese culture through the period of Western imperialist expansion, republican and Communist revolution and socialist reconstruction. Three meetings per week.
Second semester. Professor Dennerline.

46. Topics in Modern Chinese History. The topic changes from year to year.
Second semester. Omitted 1986-87. Professor Dennerline.

47. Japanese History to 1600. An introduction to the distinctive ideas, society, polity, and culture of Japan before contact with the West. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: (1) Shinto mythology and the origins of Japanese civilizations; (2) the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; (3) the Heian courtly tradition as reflected in the tenth-century literary works of women; (4) the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; and (5) civil war and unification under the Tokugawa Shogun in the sixteenth and seventeenth centuries. Three class meetings per week.
First semester. Professor Moore.

48. Japan Since 1600. The course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. Lectures, readings and discussions will focus on the formation of a modern state, industrialization, Western imperialism and the rise of Pan-Asianism, the great depression and the rise of military government in the 1930s, postwar Japan under U.S. military occupation, and problems of rapid economic growth in recent years. Visual aids, original sources in English, and Japanese guests will help students form a direct impression of modern Japan. Three class meetings per week.
Second semester. Professor Moore.

50f. Topics in Modern Japanese History. The topic for 1986-87 will be: Japanese-American Relations, 1945-1985. The course will explore American influence on Japan since the war and the sources of friendship and tension that exist between the two nations today. We will begin by examining the circumstances of Japan's surrender in 1945 and American policy of "reforming" Japan by imposing, during a military occupation (1945-52), basic changes in government, education, religion, the economy and culture. We will next consider the long-term consequences, domestic and international, of such changes in the relations of the two nations. Special attention will be given to the extent to which the U.S. and Japan share common political, economic and security interests in the 1980s. One class meeting per week.

First semester. Professor Moore.

MIDDLE EAST

51. The Middle East from 600 to 1300 A.D. An historical examination of Islamic civilization, its origins, its nature, and its development. Special attention will be given to the dynamism and diversity of Islamic civilization during this period and to the respective contribution of Arabs, Persians, and Turks to it. Two class meetings per week.

First semester. Omitted 1986-87. Professor Petropulos.

52. The Middle East from 1300 to the Present. From the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on the interaction of traditional forms indigenous to the region and external forces from the outside, on intra-regional and inter-ethnic variation, and on the twentieth century quest for self-determination, modernity, and development by Arabs, Jews, Persians, and Turks. Two class meetings per week.

Second semester. Professor Petropulos.

53. The History of Israel. This course will consider aspects of the Jewish experience in modern Europe; the origins and development of Zionism in Europe, America and Palestine before 1939; the Holocaust and the creation of the state of Israel; and the political, social and diplomatic history of Israel since 1948.

First semester. Professor Levin.

UNITED STATES

55. Culture and Community: The Worlds of Emerson, Dickinson, and Thoreau. This course seeks to bring together social history and literary history by examining major figures of the American Renaissance—Ralph Waldo Emerson, Henry David Thoreau, and Emily Dickinson—in the context of the communities in which they lived and wrote: Concord and Amherst, Massachusetts, in the nineteenth century. We will begin with intensive readings of literary texts, addressing New England Transcendentalism not only as a religious and philosophical perspective but also as a critical response to a world undergoing radical social change. The course will then move out to consider the biographies of the writers and to explore the ways their lives intertwine with important themes in the history of their communities. Among the subjects to be examined are the social structure of country towns, the character of family life and women's roles, education and the transmission of culture, and politics and anti-slavery. The reading for the course will consist largely of primary sources—literary works, autobiographies and memoirs, diaries, tax and census records, school reports, and newspapers—and in the process of examining them students will gain experience in methods of social history, as well as discussing the substantive ideas and issues of the course. One class meeting per week.

Not open to Freshmen. Limited to twenty students. First semester. Professor Gross.

56. Twentieth-Century America. The course broadly traces United States social, political, and intellectual history from 1919 to the present, with emphasis on tensions between traditional American Liberalism and trends toward centralization and collectivization. Among topics considered: the decline of Progressivism, the Red Scare, Herbert Hoover's associationalism, New Deal and Fair Deal, the debates over relativism and pluralism, McCarthyism, the civil rights movement, Black Power, the counterculture, the New Left, the domestic experience of war, Watergate, the energy crisis, and Reaganomics. Three meetings per week, lectures, discussions, and film showings.

Second semester. Professor Hawkins.

57. Seminar in Southern History. Selected topics with emphasis on forces that have affected Southern particularism. In 1986-87 the course will concentrate on the antebellum South, beginning with the era of the American Revolution. Emerging social patterns will be compared with those in the rest of the nation. After treating the rise of the cotton economy, modifications in the system of slavery, black and white ideologies, class relationships within racial groups, gender-based identities, and the origins of the Civil War, the course will conclude with an inquiry into how much of antebellum culture remained in the South of circa 1900. Two class meetings per week.

First semester. Professor Hawkins.

58. The Rise of Mass Culture. A survey of the history of modern commercial culture. The course considers the emergence of urban consumer markets and of specialized forms of production and distribution of "leisure goods" during the nineteenth century. The course will emphasize the last one hundred years in Europe and especially in the United States. Topics will include advertising, department stores, professional sports, and the automobile and "roadside culture." Special attention will be paid to motion pictures as a case study of modern cultural production. Two class meetings per week.

Second semester. Professor Couvares.

59. Nineteenth-Century America: The Emergence of a Modern Society. A survey of American social history from 1790 to 1860. The transformation of America from a largely rural and localistic society based on authority and tradition into an expansive, competitive one, propelled by individual initiative and technological change. The major themes are progress—its costs and benefits—and the emergence of rational attitudes toward life. Topics include: the "demographic transition" and migration; economic growth and the beginnings of industrialization; the democratization of American politics; the role of religion in social change; urbanization and the appearance of the Victorian family. The problem of slavery and the persistence of white racism are treated as tests of modern rationality. Three class meetings per week.

First semester. Omitted 1986-87. Professor Couvares.

60. Nineteenth-Century America: The Response to Industrialism. A survey of social history from 1850 to 1900. On the eve of the Civil War the United States was just embarking on its career as a modern industrial state. By the turn of the century, industrial society had matured; the large organization—the national corporation, the university, the professional organization, the political machine—dominated the social landscape. This course traces the elaboration of industrial society, with emphasis on the economic development, social tensions, and ideological confusions it produces. Topics include: urbanization, immigration, and ethnic politics; class conflict, domesticity and women's roles; race relations; the political and economic crises of the 1890s, the rise of nationalist imperialism and organized reform; and the emergence of mass culture. Two class meetings per week.

Second semester. Omitted 1986-87. Professor Gross.

61s. American Diplomatic History I. A study of the domestic and the international determinants of America's role in world politics from the Revolution to America's emergence as a world power in the early twentieth century. Among the topics to be considered are ideology and foreign policy in the early Republic; the origins and evolution of the Monroe Doctrine; American expansion on this continent and across the Pacific; the American Civil War; America and late nineteenth-century imperialism; and Theodore Roosevelt and world politics.

Second semester. Omitted 1986-87. Professor Levin.

62. American Diplomatic History II. A study of the domestic and the international determinants of America's role in world politics from the First World War to the Korean War. Among the topics to be considered are War, Revolution and Wilsonian diplomacy; Wilson's efforts to create a liberal world order at the Paris Peace Conference of 1919; the League of Nations controversy in American politics; the question of American isolationism in the 1920s; the response of New Deal diplomacy to the Depression, the rise of fascism and the breakdown of the Versailles world order; isolationism, internationalism and American entry into the Second World

War; the origins of the Cold War; and the creation of the containment doctrine and its globalization amid the domestic and the international pressures caused by the Chinese Revolution and the Korean War.

Second semester. Omitted 1986-87. Professor Levin.

63. American Intellectual History: Topics in Current American Constitutional History. The seminar will explore six current controversies in the political and constitutional arena. (1) Is Federalism obsolete? (2) Is Judicial Review compatible with democracy? (3) Should the "establishment of religion" clause in the First Amendment be interpreted to create a "wall of separation" between Church and State? (4) Are "defense" and "general welfare" equal constitutional obligations? (5) What is, and what should be, the meaning of "equal protection of the laws"? (6) Should we have a new Constitutional Convention to amend, revise, or rewrite the Constitution? One two-hour seminar per week.

Open to Juniors and Seniors with consent of the instructor. Limited to eighteen students. First semester. Professor Commager.

64. American Diplomatic History III. A study of the domestic and the international determinants of America's role in world politics from the Korean War to the present. Among the topics to be considered are Eisenhower, Dulles and the Soviet-American strategic and diplomatic rivalry in an era of decolonization; Vietnam, Latin America, nuclear diplomacy and great power interaction at the height of America's liberal globalism under Kennedy and Johnson; the response of Nixon and Kissinger to the Vietnam War, conflict in the Middle East and Africa, the Chinese-Soviet-American triangular relationship, the nuclear balance and changes in the world political economy; and the response to the lessons of Vietnam in the diplomacy of Ford, Carter, and Reagan. Three class meetings per week.

Not open to Freshmen. Second semester. Professor Levin.

65. Labor in America. A survey of wage labor from the dawn of industrialism to the present, this course will explore the roles of gender, family, ethnicity and culture in the making of the working class. It will also attend to the traditional subject of labor history, i.e., union organization. Topics will include craft unionism, the Knights of Labor, the AFL, Debs and Socialism, scientific management, the CIO and the New Deal, communism and anti-communism in the labor movement, and the fate of unionism in the post-industrial, "high-tech" world. With the help of theories of labor segmentation, we will explore some themes comparatively. Readings will include such original sources as letters of "mill girls" and autobiographies of labor leaders, as well as historical studies of industrial communities, immigration, and class conflict. Three class meetings per week.

First semester. Professor Couvares.

66. Seminar in American Educational History. The development of ideas and institutions since the late nineteenth century, with an emphasis on higher education. One two-hour meeting per week.

Limited to fifteen students. Second semester. Omitted 1986-87. Professor Hawkins.

67s. Seminar in Recent American History. This year the course treats the period 1946-1960 and will include a comparison of the Eisenhower Era with the Republican ascendancy of the 1920s and the "Reagan Revolution." Students will pursue in depth topics in social, political, economic, and intellectual history and lead seminars which they have helped plan. In addition, the group will pursue a core of common readings. The course offers the opportunity to write a major research paper, including preliminary prospectuses and drafts. One two-hour meeting per week.

Second semester. Professor Hawkins.

68f. Seminar in American Intellectual History: The Bill of Rights. This seminar will explore the concept of rights in society and the role of the courts in defending and preserving those rights. The seminar will deal with controversies over the meaning of freedom of speech, press, religion, due process of law, equal protection of the laws, the nature of equality, the relations of civil and military; newly emerging problems of capital punishment, privacy, reverse discrimination and the problem of judicial review in a democracy. Materials will be drawn chiefly from legal cases. One two-hour seminar per week.

Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

AFRICA

69. Introduction to South African History. This course will explore major themes in the history of a troubled country. The ruling racial and ethnic oligarchy of South Africa makes this country unique in the post-colonial world. The economics of South African racism fuels a continuing international debate. The course will provide historical perspective on the current debate over *apartheid* by examining the archaeological and anthropological evidence regarding the indigenous cultures, the initiation and expansion of white settlement and African resistance, the effects of goldmining and international capital, and African nationalism and cultural responses to *apartheid*. Three class meetings per week.

First semester. Professor Redding.

70. Women in African History. This is a history of African women dating from the time of the earliest archaeological records to the present day. In many African societies women have formed the economic backbone through agricultural production and the maintenance of the household; in still others, they have been central to the political process as leaders and as organizers. This course will examine these roles for women in various societies, and will emphasize the primacy of kinship networks as

sources of continuity and stability in a region characterized by rapid social and political changes. Three class meetings per week.
Second semester. Professor Redding.

72f. Twentieth-Century Africa. This is a general history of Africa from the late nineteenth century to the present day. Africa is a continent of great variety—in social forms, in economic means and in historical background. Our approach will be topical rather than chronological. We will study methodological problems; the integration of African societies into the world economy; the religious, social and ecological impact of imperialism; and the anticolonial struggles and post-colonial African states. The persistent antagonism between various forms of the state and the majority of African people will be emphasized. Three class meetings per week.
First semester. Professor Redding.

LATIN AMERICA AND THE CARIBBEAN

73. Caribbean History. This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the *Repartimiento* and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colonialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their interrelationships with political parties, the movement toward Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meetings per week.
First semester. Professor Campbell.

74. Topics on the Caribbean and Latin America. Each year the course will focus on a single topic to be studied in depth. When the topic changes, the course may again be taken for credit, with the consent of the instructor. However, students should register for it the second time as Special Topics 98. The topic for spring 1987 will be: Revolution in Latin America and the Caribbean. Two class meetings per week.
Second semester. Professor Campbell.

COMPARATIVE HISTORY, THE HISTORY OF SCIENCE, WOMEN'S HISTORY, AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.
Open to Juniors and Seniors. First and second semesters. The Department.

81. The Origins of Modern Science, 1500-1750. A survey treating the emergence of science as an important component of western culture. After a brief introduction to the legacy of antiquity and medieval times, the class will examine the conceptual and social changes underlying the beginning of modern astronomy, mechanics, optics, anatomy, and physiology. Attention will be given to major figures (Copernicus, Vesalius, Kepler, Bacon, Galileo, Harvey, Descartes, and Newton) and to the social and intellectual milieus in which they worked. Three class meetings per week.

First semester. Omitted 1986-87. Professor Servos.

82. Science and Society in Modern America. A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include: the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

Second semester. Omitted 1986-87. Professor Servos.

83s. Topics in the History of Science, Technology, and Medicine. The focus changes from year to year.

Second semester. Omitted 1986-87. Professor Servos.

84. Turning Points in the History of Science. An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, the beginnings of the social sciences, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.

Second semester. Omitted 1986-87. Professor Servos.

85. The History of Women in Comparative Perspective. The course traces the history of European and American women from 1500 to the present. Among the topics discussed are women and witchcraft, women and politics in the age of democratic revolution, women and slavery, sexuality and reproduction in the nineteenth and twentieth centuries, the role of women in working class movements, and the origins of the women's movement in the 1960s and '70s. Special attention will be paid to the role of race, class, and national heritage as complicating factors in the history of women. Students will read novels and primary sources such as diaries and political tracts in addition to secondary works in women's history. Two class meetings per week.

First semester. Professor Hunt.

86. Topics in the History of Sex, Gender, and the Family. In 1986-87 the seminar will range over the period approximately 1450 to 1900 and focus on three major themes: (1) The changing character of misogynist ideology; (2) The rise of pro-female or feminist ideology and its connection to other social, intellectual, economic, and political trends; and (3) The role of fears about male and female sexuality in shaping both feminist and anti-feminist discourse. Readings will include sixteenth-, seventeenth-, eighteenth-, and nineteenth-century feminist and anti-feminist writings in addition to diaries, novels, and plays, and tracts on morality, sexual self-discipline, and adolescent child rearing. We will also look at some recent attempts to make sense of the history of both sexuality and the family, notably those of Michel Foucault and Lawrence Stone. One class meeting per week.

Open to Freshmen with consent of the instructor. Limited to fifteen students. Second semester. Professor Hunt.

88f. Resistance Movements During and After World War II. A comparative study of total war, social revolution, and international politics with particular attention to the impact of organized resistance and its diversity of outcome on the contemporary world. The selection of movements for special focus will vary from year to year. The topic in fall 1986 will be: the French Resistance Movement during World War II and the Algerian Resistance Movement following World War II. Two class meetings per week.

First semester. Professor Petropulos.

90. Junior Seminar for History Majors. The purpose of the Junior seminar is to introduce History majors to the craft of historical analysis and composition. Although the seminar topic changes regularly, emphasis is always placed on the acquisition of research skills and on the development of a sensitivity to historical methods. The course this year will examine the history of European Jewry from Emancipation to the Holocaust. Members of the seminar will write a research paper on a topic defined in consultation with the seminar leader. Two class meetings per week.

Enrollment limited to Junior History majors, for whom it is required. Second semester. Professor Levin.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course.

First and second semesters.

RELATED COURSES

Revolution and Counter-Revolution: Shays' Rebellion and the Making of the Constitution. See American Studies 11.

First semester. The Department.

Political Freedom and Dependent Development: Black Africa Since the Second World War. See Black Studies 52.
Second semester. Professor Crowder.

Southern Africa in World Politics, 1945-1985. See Black Studies 58.
Second semester. Professor Crowder.

Comparative Slave Systems. See Black Studies 63.
First semester. Professor Campbell.

Greek History. See Classics 32.
First semester. Omitted 1986-87.

History of Rome. See Classics 33.
First semester. Professor Montague.

Marxism and Romanticism: History and Literary Theory. See Colloquium 22.
Not open to Freshmen. Admission with consent of the instructors. Limited to twenty-five students. Second semester. Professors Gross and Parker.

American Economic History. See Economics 28f.
Requisite: Economics 11. First semester. Omitted 1986-87. Professor Aitken.

The History of Economic Ideas. See Economics 29s.
Requisite: Economics 11. Second semester. Omitted 1986-87. Professor Aitken.

American Religious History I. See Religion 33.
First semester. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Professor Wills.

International Relations Certificate Program

The Five-College International Relations Certificate is issued by Mount Holyoke College on behalf of the five colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study;
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of B or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five-College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five-College International Relations Certificate Program can be obtained from the faculty advisor at Amherst who will have copies of a list of courses at all five colleges which satisfy certificate requirements, as well as Certificate Program application forms. (Such lists and forms are also available at the Five College Center.) During 1986-87, the Amherst faculty advisor will be Professor Pavel Machala. Advisors at other colleges are: Hampshire College—Frank Holmquist; Mount Holyoke College—Anthony Lake; Smith College—Charles Robertson; the University of Massachusetts—James Der Derian (Political Science) and Stephen Pelz (History).

KENAN COLLOQUIUM

12. Nuclear Weapons. In this colloquium we shall begin by looking at the historical development of nuclear weapons. We shall then examine both the physical principles upon which these weapons are based and the physical and biological consequences of nuclear explosions. With this background we shall discuss a variety of questions relating to these weapons and their possible use. Among the questions will be the following: What has been and what is U.S. nuclear policy? How has that policy been affected by our perceptions of the U.S.S.R? How have nuclear weapons policies been shaped by domestic political concerns? What is nuclear deterrence? How are we to judge the effectiveness of deterrence? What have been the roles played by technical experts and scientists, military and industrial leaders, politicians, private citizens and social movements in determining nuclear policy? What has been the relationship between the evolution of policy and technological development? What role have moral issues played in policy making?

The colloquium will meet twice weekly. There will be several guest lecturers and films. There are no prerequisites for the colloquium, but it is hoped that students from all areas—the natural sciences, the arts, the social sciences, and the humanities—will participate in the colloquium and will assume responsibility for directing class discussion in those areas where their interests and backgrounds enable them to do so. Two eighty-minute meetings per week.

Limited to thirty-five students. Second semester. Professors Couvares and Gordon.

LATIN AMERICAN STUDIES

Amherst students interested in majoring in Latin American Studies have the following two options: (1) they can construct a major within the Spanish section of the Romance Languages Department which fulfills the requirements for the Spanish major established in this catalog but which emphasizes the Latin American area; (2) they can, in conjunction with an advisor and with the approval of the College Committee on Special Programs, design their own Latin American Studies major, taking advantage of the varied Five-College offerings in the field. (See the publication *Latin American Studies*, compiled under the auspices of Five Colleges, Inc.)

Those students interested in the first option should consult with appropriate members of the Romance Languages Department, while those interested in the second are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professor Parker of the English Department, Professor Campbell of the History Department, Professor Basu of the Political Science Department and Professors Benítez-Rojo, Maraniss and Sommer of the Romance Languages Department.

Students choosing either of these two major programs, as well as students with majors in fields other than Latin American Studies, are eligible, subject to Amherst Faculty approval, to participate in the Certificate Program in Latin American Studies offered at the University of Massachusetts. This is not a major program and is viewed as supplementary to work done in the major.

Individual courses related to the Latin American area which are offered at the College include: History 73 and 74; Spanish 17, 34, 37, 41 and 42; Political Science 24, 36, 44, 51 and 54; and Black Studies 63 and 66; English 60 and 63; Colloquium 42.

LEGAL STUDIES

Professors Arkes, Couvares, Dizard, Dumm, Greene, Gross, Hawkins, Kateb, Kearns, Machala and Sarat.

There is no major in Legal Studies. Courses related to Legal Studies are offered in the departments of Philosophy, Political Science, History, Sociology, and Economics. For information, consult Professor Sarat.

Ethical Theories. See Philosophy 34.
Requisite: One course in Philosophy. Second semester. Professor Kearns.

Philosophy of Law. See Philosophy 42f.
Not open to Freshmen. First semester. Professor Kearns.

The American Presidency. See Political Science 20.
Second semester. Professor Dumm.

American Government. See Political Science 21.
First semester. Omitted 1986-87. Professor Sarat.

Law, Politics and Society. See Political Science 22.
Second semester. Professor Sarat.

Political Obligations. See Political Science 23s.
Second semester. Professor Arkes.

Political Theory from Hobbes to Marx. See Political Science 28f.
First semester. Professor Kateb.

Authority and Sexuality. See Political Science 32f.
First semester. Professor Sarat.

Lawyers and the Legal Profession. See Political Science 34.
Admission with consent of the instructor. Second semester. Professor Sarat.

International Law. See Political Science 38.
Admission with consent of the instructor. Second semester. Omitted 1986-87. Professor Machala.

The American Constitution I. The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42.
Second semester. Omitted 1986-87. Professor Arkes.

Political Theory from Plato to Machiavelli. See Political Science 49s.
Second semester. Professor Kateb.

Seminar in Constitutional Law. See Political Science 58.
Limited enrollment. Admission with consent of the instructor. Second semester. Professor Arkes.

Legitimation Problems in the United States. See Political Science 64.
Second semester. Professor Dumm.

Twentieth-Century America. See History 56.
Second semester. Professor Hawkins.

Nineteenth-Century America: The Emergence of a Modern Society. See History 59.
First semester. Omitted 1986-87. Professor Couvares.

Nineteenth-Century America: The Response to Industrialism. See History 60.
Second semester. Omitted 1986-87. Professor Gross.

American Intellectual History: Topics in Current American Constitutional History. See History 63.
Open to Juniors and Seniors with consent of the instructor. Limited to eighteen students. First semester. Professor Commager.

Seminar in American Intellectual History: The Bill of Rights. See History 68f.
Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Contemporary Conservatism in America: The Rise and Future Prospects of the New Right. See Sociology 27s.
Second semester. Professor Himmelstein.

Sociology of Conflict and Conflict Resolution. See Sociology 39.
Requisite: Sociology 11, 12 or 25; or Anthropology 11, 12 or 23; or consent of the instructor. First semester. Omitted 1986-87. Professor Dizard.

Economics and Property Rights. See Economics 20.
Requisite: Economics 11. Second semester. Professor R. Yarbrough.

The Regulated American Economy. See Economics 25s.
Requisite: Economics 14 or 24. Second semester. Omitted 1986-87.

LINGUISTICS

Amherst College offers a yearly course in Linguistics through the English Department, and occasional courses through the departments of Anthropology and Psychology. Hampshire College offers courses in Language Theory, Applied Linguistics, and Sociolinguistics. Mount Holyoke College has a course in Communication Theory. The University of Massachusetts offers courses on both the undergraduate and graduate level in Speech and Language Theory, Phonetics, General Linguistics, Phonological Theory, and Syntax. Students interested in exploring this area or combining these offerings in an interdisciplinary major are advised to consult Professor Andrew Parker, English Department, Amherst College.

LUCE SEMINARS

15. Buddhist and Christian Ethics. An examination of the historical development and contemporary directions of Buddhist and Christian ethics with emphasis on political ethics. A comparison will be made of the importance within the two traditions of the saint or holy person, (especially the monk), the relation between the conduct expected of such a "religious virtuoso" and that required of ordinary believers, (e.g., political rulers), and the ways in which Buddhism and Christianity do (or do not) encourage and direct their adherents' participation in political life. Readings will be drawn from both classical and contemporary sources. Special attention will be given to the two traditions' understanding of violence and non-violence, particularly as these bear on contemporary questions of warfare and political resistance.
First semester. Professors Thurman and Wills.

16. Fundamentalism and Human Rights. What is the relation between fundamentalism, and a global phenomenon, and contemporary efforts to achieve increased international recognition of and respect for human rights? Are fundamentalist movements invariably opposed to at least some "human rights" as these have been defined, for example, in the United Nations Universal Declaration of Human Rights? Is the human rights tradition in turn so rooted in a secular liberal individualism that it must inevitably be at odds with resurgent religious communalism? This course will examine these questions through a comparative study of fundamentalism and human rights in the United States and in the Islamic world. Beginning with contemporary/human rights declarations, covenants and legislation, we will explore the development of human rights thinking in the West, focusing particularly on the Puritan revolution and the thought of John Locke. After tracing the place of these human rights ideas in the American revolutionary and constitutional traditions, we will examine the rise and development of fundamentalism in the Islamic world and its impact on the development of Islamic ideas and practices concerning human rights. The course will conclude by examining the implications of this material for contemporary U.S. policy in relation to the Islamic world.

Second semester. Professors Little and Wills.

MATHEMATICS

Professors Armacost, Bailey, Denton, Mauldon* and Starr (Chair); Associate Professor Cox; Assistant Professors Pavlin and Velleman*; Visiting Assistant Professors Matsubara and Zhao.

Major Program. There are two possible options for the Mathematics major: Mathematics and Computer Science.

Mathematics. The minimum course requirements for the Mathematics option are Mathematics 11, 12, 21, 22, 25, 26, and at least three more courses in Mathematics. In addition, a major must complete Physics 16 or 32, and Physics 17 or 33 (or an alternate approved by the Department).

Computer Science. The minimum course requirements for the Computer Science option are Mathematics 11, 12, 15, 16, 17, 20, 25, 38, and at least two more courses chosen from Mathematics 14, 30, 31, 34, Physics 64 and Biology 35. At least one of the chosen courses must be from Mathematics 30, 31, and 34. In addition, a major must complete Physics 16 or 32.

Students with a strong background in Mathematics may be excused from certain courses such as Mathematics 11. It is recommended that such students take the Advanced Placement Examination in Mathematics.

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*On leave 1986-87.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the Freshman year. This will facilitate the arrangement of a program best suited to the student's ability and interest, whether it be in Mathematics, Computer Science, secondary school teaching, or a non-mathematical career.

For a student considering graduate study in Mathematics or Computer Science, an Honors program is extremely desirable. Such a student is advised to take the Graduate Record Examination early in the Senior year. In Mathematics, it is also desirable to have a reading knowledge of two foreign languages (usually French, German, or Russian).

All students majoring in Mathematics are expected to attend the Mathematics Colloquium during their Junior and Senior years.

Comprehensive Examination. A comprehensive examination for *rite* majors will be given near the beginning of the second semester of the Senior year. The examination for the Mathematics option covers Mathematics 11, 12, 21, 25 and a choice of Mathematics 22 or 26. The examination for the Computer Science option covers Mathematics 12, 15, 16, 20 and a choice of Mathematics 34 or 38. A document describing the comprehensive examination can be obtained from the Department Secretary.

Honors Program. Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the second semester of their Junior year. The examination is similar to the comprehensive examination described above. Before the end of the Junior year, an individual thesis topic will be selected by an Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the Mathematics Colloquium on his or her thesis work during the Senior year. Honors candidates in the Mathematics option are also required to complete Mathematics 41 and either Mathematics 42 or 44.

5. Calculus with Algebra. Mathematics 5 and 6 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 5 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 5 and 6 are sufficient for any course with a Mathematics 11 requisite, Mathematics 5 alone is not.

First semester. Professor Cox.

6. Calculus with Elementary Functions. Mathematics 6 is a continuation of Mathematics 5. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 5 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Finally, first order separable differential equations will be studied. Four class hours per week.

Second semester. Professor Cox.

9s. Elementary Data Analysis with Statistics and Computing. A non-calculus approach to the collection and study of data. A combination of elementary statistical methods, common sense, and the computer will be used to encourage a critical attitude toward conclusions based on data. Introduction to the basic methods of statistics; to a computer-implemented statistical analysis package (such as Minitab); and to the computer itself. Although the computer will be used, there will be no need for or study of programming itself. This course is especially intended for students who expect to major in the humanities or the social sciences. Three hours of class and two hours of laboratory per week.

Requisite: Knowledge of high school algebra. No prior college-level mathematics courses are required and no prior experience with computers is needed. This course may not be counted toward a major in mathematics. Mathematics 17 and Economics 15 may not be taken for credit if this course is taken. Second semester. Professor Starr.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, anti-derivatives; applications; the definite integral, simple applications; circular functions and their inverses; logarithms and exponential functions. Four class hours per week. (Note: Students with a weak background in high school mathematics have often experienced difficulty with Mathematics 11; for this reason, such students are advised to enroll in Mathematics 11s, in the spring. The longer semester in Mathematics 11s permits a more thorough treatment of the same material as in Mathematics 11.)

First semester. The Department.

11s. Introduction to the Calculus. Same description as Mathematics 11.

Second semester. The Department.

12. Intermediate Calculus. A continuation of Mathematics 11. Applications of integration to volume, arc length and related problems; methods of integration; conic sections and general second degree equations in two variables; hyperbolic functions; polar coordinates; parametric equations and vectors; infinite series, power series and the Taylor development; L'Hôpital's rule. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. Second semester. The Department.

12f. Intermediate Calculus. Same description as Mathematics 12.

First semester. The Department.

13. Introduction to Computation. This course studies a selected topic in Computer Science at an introductory level. In addition to attending lectures and reading in the chosen topic, students will write programs incorporating concepts and techniques of the field. This year, Mathematics 13 will concentrate on certain non-numeric applications of computers, especially methodologies for simulating cognitive functions. It may be of particular interest to students with interests in psychology, linguistics, artificial intelligence, and cognitive science. The students will (i) learn how to deal with complexity by building flexible procedure and data abstractions, and (ii) study techniques for creating and testing simple cognitive models in dialogues with the computer. The programming language LISP will be used. This course does not replace Mathematics 15 as a requisite, and it cannot be counted toward a major in Mathematics. Four class hours per week.

First semester. Professor Pavlin.

14. Introduction to Combinatorics. A study of the important methods and theorems of an area of mathematics that has undergone a renaissance in recent decades: combinatorial mathematics. Counting methods, graphs, generating functions, recurrence relations, and the principle of inclusion and exclusion. Applications among discrete probability, operations research (network flow scheduling), coding theory, experimental designs, the theory of computer algorithms, and recreational mathematics. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Requisite: Strong background in high school algebra. Second semester. Omitted 1986-87.

15. Introduction to Computer Science. A selection of topics from computer science including: readings on the development of computers, architecture of modern computers, introduction to structured programming, elementary algorithms and data structures. While this course should not be regarded as an introduction to computer programming, no previous experience with computers will be required. Four class hours per week.

First semester. Professors Pavlin and Zhao.

15s. Introduction to Computer Science. Same description as Mathematics 15.

Second semester. Professor Pavlin.

16f. Introduction to Computer Systems. The course will provide an introduction to computer systems, stressing how computers work. We will study the architecture of modern computers, from the design of logic circuits to the issues involved in the design of operating systems. Stops in between include the design and interpretation of machine instruction sets, the interactions between processor and memory, and the design of assemblers. The course will be taught on Apple microcomputers. Four class hours per week.

Requisite: Mathematics 15 or consent of the instructor. First semester. Professor Zhao.

17. Introduction to Probability and Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's t, and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11 or the equivalent. Except with special permission of the departments concerned, this course and Economics 15 may not both be taken for credit. First semester. Professor Denton.

17s. Introduction to Probability and Statistics. Same description as Mathematics 17.

Second semester. Omitted 1986-87.

19s. Introduction to Probability. This·course explores the nature of discrete probability and its use in modeling real world phenomena. By restricting attention to finite and countable contexts, it becomes possible to study a broad class of models without appeal to the machinery of calculus. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete probability spaces, random variables, and distribution functions. Examples will be used as a guide throughout the course, and a variety of applications from such areas as games of chance, information theory, game theory, decision theory and operations research will be included. In studying these applications, particular attention will be paid to the associated probability models. Four class hours per week.

Second semester. Professor Denton.

20. Data Structures. This course examines the structural relationships we may impose on data. Two examples of structuring are a phone list (names organized lexicographically) and a family tree (names organized hierarchically). The family tree shows relationships between people and allows us to decide some questions (who are the heirs of Abraham?) that are insoluble with the information in a telephone directory. The notions of data structures have applications in algebraic formula manipulations, discrete system simulations, and many other fields, as well as applications to computer science. The course will cover the basic data structures, how they are implemented on digital computers, and the algorithms that use them. Topics include Stacks, Queues, Linked Lists, Trees and Graphs. Students will write a number of programs covering the material. The course will not teach programming. Three class hours per week.

Requisite: Mathematics 15 or consent of the instructor. Second semester. Professor Zhao.

21. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Matsubara and Starr.

21s. Multivariable Calculus. Same description as Mathematics 21.

Second semester. Professor Cox.

22. Advanced Calculus. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence; surface integrals; divergence theorem; Stokes' theorem. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 21. Second semester. Professor Starr.

24. Mathematical Logic. An introduction to the mathematical study of deductive reasoning, focusing on the strengths and limitations of the use of deduction in mathematics. Topics will include the propositional and predicate calculi, deduction and validity, Gödel's completeness and compactness theorems, incompleteness and undecidability. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22 or 25, or consent of the instructor. Second semester. Professor Matsubara.

25. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Bailey.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Armacost.

27. Topics in Algebra. The study of fields, leading up to the fundamental theorems of Galois theory. Criterion for the solvability of equations by radicals. Then a study of linear transformations of a finite dimensional vector space, including canonical forms and spectral theorems. The remainder of the course will vary in content from year to year. Possible topics include: fields of characteristic $p > 0$; classical theorems of Frobenius and Wedderburn; structure theorems for semi-simple rings; homological algebra; commutative algebra; rings of integers in algebraic number fields; group representations; lattices and Boolean algebras. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26. First semester. Professor Armacost.

28. Differential Equations. The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 21. Second semester. Omitted 1986-87.

30. Numerical Analysis. Practical computer methods for treating numerical problems, considered in conjunction with relevant theoretical matters and practical applications. Topics chosen from: approximation and evaluation of functions, derivatives, and integrals; numerical solution of systems of linear and nonlinear equations, eigenvalue problems, and differential equations; convergence, stability, efficiency, and error analysis of approximation methods; numerical optimization. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Omitted 1986-87.

31. Introduction to Artificial Intelligence. The goal of this course is to familiarize the students with the techniques used in Artificial Intelligence, in order to assess the contribution of Artificial Intelligence to the understanding of intelligent processes, and its psychological and social implications. The course will cover an introduction to LISP programming language and the elements of Predicate Calculus. Other topics include: search techniques, deduction systems, learning and hypothesis generation, multi-agent problem solving, dealing with uncertainty, planning and plan execution. Four class hours per week.

Requisite: Mathematics 15. First semester. Omitted 1986-87.

33. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: Diophantine equations; Waring's problem; asymptotic prime number estimates; continued fractions; algebraic integers; unique factorization domains. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. First semester. Omitted 1986-87.

34. Algorithms. This course will study the design and analysis of algorithms. We will survey important and useful algorithms for sorting, searching, pattern-matching, and graph manipulation, as well as some mathematical algorithms. We will study paradigms for algorithm design, and techniques for efficient implementation. We will evaluate the time and space complexity of programs, and derive upper and lower bounds for some tasks. Four class hours per week.

Requisite: Mathematics 15 and either Mathematics 20 or 25. Second semester. Professor Zhao.

36. Statistics. Intermediate probability; forms and sketches of proofs of the law of large numbers and the central limit theorem; Neyman-Pearson theory of hypothesis testing and estimation; properties of some parametric and non-parametric tests of wide applicability; introduction to decision theory. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 17. Second semester. Omitted 1986-87.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: sets, maps, relations, elements of graph theory, regular, context-free and context-sensitive languages, finite state automata, Turing machines, computable and non-computable functions and the halting problem. Four class hours per week.

Requisite: Mathematics 12 and 15. Second semester. Professor Pavlin.

41. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 21. First semester. Professor Cox.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Omitted 1986-87.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Professor Bailey.

77, 78. Senior Honors.

Open to Seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

MUSIC

Professors Reck (Chair, first semester) and Spratlan (Chair, second semester), Assistant Professors Kallick and Parkany.

Major Program. It is the intention of the Music Department that those completing the major have a thorough grounding in the traditional scholarly aspects of the discipline: music theory, analysis, and music history. It is also highly recommended that majors be alert to other modes of experiencing and thinking about music, for example, through the study of composition, music outside the classical Western tradition, and, where possible, performance.

A command of music theory is essential, for it provides a necessary understanding of the materials and structure of Western music. Similarly, the study of music history investigates the nature of tradition and style and provides a sense of social, intellectual, and artistic context. Courses in the above areas represent the required core of the music major program. Among electives, music composition acquaints the student with the decisions, emotional involvement, and projection of musical self entailed in the creative process; world music introduces the student to a wealth of great folk and classical traditions whose materials and aesthetic may be different from our own; and performance—for those with adequate training and experience—is culminative and is concerned with the emotionally charged transformation of idea into sound.

Eight semester courses in music—six required, two elective—are needed to complete the *rite* major (except in the case of those students concentrating in performance, who must complete the equivalent of nine courses, including at least four half-courses in instrumental or vocal instruction: cf. *Performance Guidelines* below). The following courses are required: Music 31, 32, 33, 34; and Music 21 and 22.

(In special cases a student may request exemption by examination from a required course. This request should be taken up with one's advisor.)

A student may concentrate in music theory, music history, composition, ethnomusicology, or performance; this ordinarily entails electing a number of courses in one's field of concentration beyond those required.

The Department of Music urges all prospective majors to see the Chairman early on so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five-College interchange. (For example, courses in African-American Music are offered at the University of Massachusetts and Hampshire College; in electronic music at the University of Massachusetts, Hampshire College, and Smith College; etc.)

Above all, the Department is committed to helping the student put together a program that is most suited to his or her interests and aspirations. Thus, regular contact with one's advisor is essential.

Comprehensive Examination. The comprehensive examination consists of an oral presentation demonstrating analytical and historical skills. This examination will be administered in the Senior year.

Honors Program. In the Senior year a student may elect to do honors work. This may result in a critical, historical, theoretical, or ethnomusicological thesis; a major composition project; or a full recital. The thesis course, Music 77-78, should be elected in the Senior year. A student interested in honors work should consult with his or her advisor during the Junior year.

Any student intending to do an Honors project in any area of music must submit a proposal to the Music Department for approval *before* enrolling in the Senior Honors courses. College grade-point average in and of itself is not enough.

INTRODUCTION TO MUSIC

11. Introduction to Music. A comprehensive introduction to the theoretical basis of Western music. Topics to be discussed will include intervals, scales, keys, melody, rhythm, harmony, texture, and form. Three class meetings and one ear training section per week.

Requisite: Ability to read music, and either performing experience, extensive listening experience, or Music 15 or Music 15s. First semester. Professor Spratlan.

11s. Introduction to Music. Same description as Music 11.
Second semester. Professor Parkany.

15. Listening. This course pursues the development of listening skills, principally as regards the tradition of Western classical music. Emphasis is placed on the development of an aural sense of historical, stylistic, and idiomatic contexts. An introduction to musical notation is included as a regular part of the course. No musical background whatsoever is required or assumed. Two class meetings and one listening section per week. *Students who have taken any other music course at Amherst College may not elect Music 15 or 15s.*

First semester. Professor Tarlow.

15s. Listening. Same description as Music 15.
Second semester. Omitted 1986-87.

STUDIES IN MUSIC HISTORY

17. Modernism. A study of the key modernist movements of twentieth-century music beginning with the concept of the avant garde in the late nineteenth century and continuing through impressionism (Debussy); expressionism, neo-primitivism, nationalism, and neo-classicism as seen in the innovations of early twentieth-century masters (Schoenberg, Stravinsky, Berg, Ives, Bartok, Hindemith); futurism and the beginnings of electronic music (Varèse); serialism (through Webern, Boulez, and Stockhausen); orientalism and iconoclastic movements (Partch, Cage, Messiaen); and more recent neo-dada, minimalist, and pop art connections (Paik, Glass, Laurie Anderson). Noted are the interrelationships between music and innovations and movement in painting, sculpture, cinema, technology, and historical events. Two class meetings per week.

Requisite: Music 11, 11s, 15, 15s, or consent of the instructor. Limited to twenty students. First semester. Professor Reck.

21. Challenges to Musical Traditions. This course will undertake an examination of the ways in which musical style has changed through the radical and unexpected innovations of individuals. Changes will be studied in their relationship to developments in Western musical culture and society. Musical examples, drawn from the twelfth through the twentieth centuries, will be studied by means of evidence provided by primary historical documents and contemporary accounts of critical debates, as well as through the analysis of the technical and stylistic features of individual works. The evidence gathered from this two-fold investigation will be set in relief against standard biographies and music histories so as to assess the underlying assumptions of music historiography as it has been traditionally practiced. Two class meetings per week.

Requisite: Music 11 or 11s or consent of the instructor. Students having enrolled in Music 21 previously are not eligible for credit. First semester. Professor Kallick.

22. Culminations of Musical Traditions. This course is intended to complement Music 21, but it can be taken separately. Through means of reading and listening outlined for Music 21, it focuses on a body of outstanding works, ranging from the medieval period to the present, which refines and renews ongoing traditions and brings them to their highest development. Two class meetings per week.

Requisite: Music 11 or 11s or consent of the instructor. Students having enrolled in Music 22 previously are not eligible for credit. Second semester. Professor Parkany.

MUSIC IN WORLD CULTURE

23. Music of the Whole Earth. A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings per week.

First semester. Omitted 1986-87. Professor Reck.

24f. Seminar in World Music: Music of East Asia. An interdisciplinary seminar in the music and culture of China, Japan, Korea, South East Asia, and Indonesia. Readings in anthropology, art, religion, poetry, and history will place musical expression within its context as one apple on the human cultural tree. Performance workshops will include study of Javanese gamelan ensemble and performance of music from Chinese and Japanese taditions. Three class meetings per week.

First semester. Professor Reck.

27. Musical Culture in the United States. A study of American music from the colonial period to the present: the development of popular and folk idioms, contributions of various ethnic minorities, the contemporary scene; with special emphasis on the fusion of European and African elements (in blues, jazz, rock, soul, and pop), and the country music of the Appalachians. Two class meetings per week.

First semester. Omitted 1986-87. Professor Reck.

28. Topics in Popular Musical Culture: The Beatles and Their Age. An interdisciplinary study of the music of the 1960s focusing upon developments in the music and lyrics—and collective biography—of the Beatles, but also including the roots of early rock (Chuck Berry, Elvis Presley), the folk revival (Pete Seeger, Bob Dylan), West Coast groups (Jefferson Airplane, the Beachboys, the Grateful Dead), the British invasion (the Rolling Stones and others), and the innovations in the classical music avant garde. Emphasis upon music as a reflection of and response to the social, artistic, and political upheavals of the time, particularly in relation to the counterculture and the myth of the aquarian age culminating in Woodstock. Two class meetings per week.

Requisite: Music 11 or 11s, some knowledge of music notation, or consent of the instructor. Limited to twenty students. Second semester. Professor Reck.

PERFORMANCE

29, H29, 30, H30. Performance. The general guidelines regulating performance instruction under either plan outlined below are as follows. Students interested in taking a performance course should be apprised of the requisite.

Requisite: An instrumental or vocal proficiency of at least intermediate level and Music 11. Any student wishing to study Performance for credit must have completed Music 11, be enrolled in it during the present academic year, or have demonstrated equivalent knowledge in a placement examination. Open to Freshmen with the consent of both the Amherst Music Department and the instructor. *Music 29, H29, 30, and H30 may only be taken by Amherst College students.* This course may be repeated. First and second semesters.

1. Consult the chair of the Amherst Music Department who will assist in arranging for teachers and auditions.
2. One hour of private instruction and nine hours of practice a week are expected.
3. Unless otherwise arranged with the Department, all performance courses will be elected as a half course.
4. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. Study for less than two consecutive semesters will not be counted toward satisfying degree requirements.
5. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first and three and a half courses the second semester.
6. Only with special permission of the Department may students elect more than one performance course in a semester.

PLAN I. Under a cooperative arrangement with Smith College, performance courses are offered in keyboard, string and wind instruments and in voice. Instruction will be given by members of the Music Department of Smith College. Course listings, requisites and instructors can be found in the Smith course bulletin. Under Plan I, a separate Five College Interchange Course Application is completed by the student for each semester course in performance, listing his instrument and the appropriate Smith course number. These application blanks are available at both the Registrar's and Music Department's offices.

PLAN II. Amherst College Music H29, H30. Under this plan students consult the Chair of the Amherst Music Department who will assist the students in making arrangements for private instruction with teachers approved by the Department. Registration should be under the course listing: Amherst College Music H29 or H30; students should insure that they are also listed with the Music Department Office.

Note: An extra fee is charged to cover a portion of the expense for this special type of instruction. For 1986-87 the fee charged the student for each semester course will be $250.

Those students who are receiving financial aid will be given additional scholarship grants in the full amount of these fees. Other students may apply to the financial aid office for short term loans if necessary to enable them to pay their fees on schedule, or may apply for a partial Friends of Music Scholarship through the Music Department Office.

MUSIC THEORY

31. Tonal Harmony and Counterpoint I. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. Three class meetings plus two ear training sections. This course is the first of the required music theory sequence for majors.

Requisite: Ability to read music, and either performing experience, extensive listening experience, or Music 15 or 15s. First semester. Professor Kallick.

32. Tonal Harmony and Counterpoint II. A continuation of Music 31. Three class meetings and two ear training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Kallick.

33. Repertoire and Analysis I. Works from the mainstream Western repertoire, 1300-1985, will be analyzed. They will serve as models for short writing assignments, and, as practical, will also be performed. Theoretical models appropriate to specific aspects of the repertoire will be developed. Points of view will include structural principles, compositional techniques, genres, and application to performance. Cultural setting and ideological context will be explored. There will be frequent listening assignments, regular short papers, and composing in various styles. Three class meetings per week plus a 90-minute ear-training session.

Requisite: Music 31 and 32, or the equivalent with consent of the instructor. Team-taught. Students having enrolled in Music 33 previously are not eligible for credit. First semester. Professors Spratlan and Parkany.

34. Repertoire and Analysis II. A continuation of Music 33. Students having enrolled in Music 34 previously are not eligible for credit.

Second semester. Professors Spratlan and Parkany.

TOPICS IN MUSIC CRITICISM

42. Bach. A consideration of Bach's monumental artistic achievements, with attention to the artistic and personal crises of childhood, youth, middle age, and old age. Two class meetings per week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Omitted 1986-87.

43. Mozart. A study of the instrumental and vocal music of Mozart. Two class meetings a week. Requisite: Music 11 or 11s, 31, or the consent of the instructor.

First semester. Omitted 1986-87.

44. Beethoven. A study of the piano, chamber, orchestral and choral music. Two class meetings a week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Omitted 1986-87.

45s. Reading Opera. This course will investigate the musical means used by opera composers in various historical periods to create characterizations which in turn allow the listener to "read out" the composers' portrayal of class and gender differences, political stance, and degree of power and authority. Connections will be explored between the composers' social, political, and cultural surroundings and attitudes reflected in individual characterizations. Source material will be drawn from composers' letters, especially correspondence with librettists, accounts of critical reception, and relevant literary representations of parallel themes. Differences in musical intrepretations as preserved on video tape and record will be studied in relation to an emerging understanding of the composers' choices in creating characterizations. Works to be studied include, among others, Mozart's *Don Giovanni*, Beethoven's *Fidelio*, Verdi's *Don Carlos*, and Stauss' *Electra*. Two class meetings per week.

Requisite: Music 11 or 11s or consent of the instructor. Second semester. Professor Kallick.

COMPOSITION

69s. Composition I. A hands-on introduction to and exploration of the craft of musical composition beginning (at the elementary level) with the creation of brief melodies, harmonic sketches, and rhythmic structures and progressing to simple inventions, songs, and two- and three-part forms. Included in the course will be a study of twentieth-century techniques, demonstrations of instruments, and development of each individual's creativity. Two class meetings per week.

Requisite: Ability to read music. Knowledge of traditional music theory is not required. Second semester. Omitted 1986-87. Professor Reck.

70. Composition II. A study of music composition on the intermediate level, emphasizing development of advanced skills and exploration of larger forms such as the theme and variations, rondo, fantasy, and sonata-allegro.

Requisite: Music 69, prior experience in composition, or consent of the instructor. Second semester. Professor Reck.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 70 or the equivalent, and consent of the instructor. First semester. Professor Spratlan.

72. Composition Seminar II. A continuation of Music 71. This course may be repeated.

Requisite: Music 71, or the equivalent, and consent of the instructor. Second semester. Professor Spratlan.

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, H97, 98 H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

RELATED COURSES

Introduction to African-American Music. See Black Studies 22.

Second semester. Professor Tillis (University of Massachusetts).

Medieval Lyric. See English 31.

Not open to Freshmen except with consent of the instructor. First semester. Professor Chickering.

NEUROSCIENCE

Advisory Committee: Professors George (Chair) and Sorenson, Associate Professor Raskin*, Assistant Professor O'Hara.

A student may receive the A.B. degree from Amherst with an interdepartmental major in Neuroscience. This program is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study. The major is organized around course offerings of the various science departments whose disciplines are fundamental to work in Neuroscience.

*On leave 1986-87.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, physics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into background, core, and elective courses.

1. The program will begin with the following *background* courses: Mathematics 11; Physics 16 and 17, or 32 and 33; Chemistry 11, 12, and 21; Biology 12, and Biology 21 or 29.

2. All majors will take three *core* Neuroscience courses: Psychology 26, Biology 30 and Biology 35.

3. Each student will select three additional *elective* courses in consultation with his or her advisor. Particularly appropriate courses are Biology 48, Chemistry 43 and 44, and, Psychology 22, 24, and 38. Other courses are included in a detailed list available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the Freshman year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All Junior and Senior majors will attend the Neuroscience Seminar in which topics of current interest are discussed.

Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

The comprehensive examination will be administered by members of the Advisory Committee.

77, D78. Senior Honors. The work consists of a seminar dealing with problems of current interest in Neuroscience and the preparation of a thesis based upon an individual investigation under the direction of a Faculty member.

Full course first semester. Double course second semester. The Committee.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

PHILOSOPHY

Professors Epstein, Kearns (Chair) and Kennick; Assistant Professor Vogel.

Major Program. Philosophy 13 or its equivalent; Philosophy 17 and 18; Philosophy 34; Philosophy 32 or 35; at least three other courses in Philosophy within a program approved by the Department and including no more than one course credit for Honors work; and a comprehensive examination. Majors are invited to organize and participate in the activities of the Philosophy Club.

Honors Program. Candidates for Honors in Philosophy will complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. The Honors sequence will be devoted to a special Honors project culminating in a thesis or comparable body of writing. Students will be admitted to Philosophy 77 only upon application to the Department. The Department will interview applicants to determine their qualifications for admission to the Honors Program. Normally, Honors students will have completed six courses in Philosophy before beginning the thesis. At the beginning of the second semester of the Senior year, students who seek admission to Philosophy 78 will be asked to meet with the Department to review their progress and to determine whether the Honors project can be completed no later than April 20. Students who have completed Philosophy 77 but who either are not permitted or choose not to enroll in Philosophy 78 will be assigned a grade for the work completed in Philosophy 77. In cases of especially difficult but promising work, a student may petition the Department for a double Honors course in the second semester. Students continuing in the Honors sequence will receive a single grade for the sequence upon completion of Philosophy 78.

Comprehensive Examination. Normally, majors will take their comprehensive examination early in the first semester of their Senior year. The examination will consist of questions distributed to the student ten days before the due date and will include a subsequent oral explication of the answers.

11. Introduction to Philosophy. Training in philosophical reasoning. Classical and contemporary authors, chosen to exemplify basic problems of philosophy, will be discussed.

Limited to fifty students. First semester. Professor Vogel.

11s. Introduction to Philosophy. Same description as Philosophy 11.

Each section limited to fifty students. Second semester. Professors Epstein and Kearns.

13. Introduction to Logic. The analysis of and the relations between propositions. The categorical, hypothetical, alternative and disjunctive syllogisms. The elements of sentential and quantificational logic, their formalization and the concepts of consistency, completeness and decidability. Three class hours per week.

First semester. Professor Epstein.

17. Ancient and Medieval Philosophy. A survey of European philosophy from 600 B.C. to A.D. 1400, with emphasis on Plato, Aristotle, the Stoics, Epicureans, and Skeptics, Plotinus, Augustine, Anselm, Abelard, and Aquinas. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. First semester. Professor Kennick.

18. Early Modern Philosophy. A survey of European philosophy from 1400 to 1800, with emphasis on Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. Second semester. Professor Kennick.

19s. Nineteenth and Twentieth Century Philosophy. A survey of European philosophy from 1800 to the early twentieth century, with emphasis on Hegel, Kierkegaard, Marx, Nietzsche, Frege, and Husserl. Reading and discussion of selected works of the period.

Requisite: Philosophy 18 or consent of the instructor. Second semester. Professor Vogel.

23. Moral Problems. An examination of selected moral problems (e.g., abortion, disarmament, preferential treatment, terrorism), discussion of the distinction between moral and non-moral matters, and an introduction to several types of ethical theories.

First semester. Omitted 1986-87. Professor Kearns.

31s. Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics. Three class hours per week.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Not open to Freshmen. Second semester. Omitted 1986-87. Professor Kennick.

32f. Metaphysics. An examination of some central issues in metaphysics. Topics covered may include: possibility and necessity, identity, universals, space and time, causality, freedom of the will, and the mind-body problem. Readings from historical and contemporary sources.

Requisite: Two courses in Philosophy or consent of the instructor. First semester. Professor Vogel.

34. Ethical Theories. A critical study of various types of ethical theories (e.g., naturalistic, Kantian, consequentialist, prescriptivist, emotivist) with emphasis on the writings of Aristotle, Hume, Kant, Mill, Dewey, and representative contemporary theorists (e.g., Rawls, Gewirth, and Williams).

Requisite: One course in Philosophy. Second semester. Professor Kearns.

35s. Theory of Knowledge. Knowledge has traditionally been analyzed in terms of justified true belief. The standard analysis forms the focus of the course. What is it to have a belief? Could one know something without believing it? Under what conditions is a belief true? How are beliefs justified? Must there be an ultimate starting point for all justification that is not itself subject to further justification? Knowledge can be shown not to coincide entirely with justified true belief; can the standard analysis be saved by the addition of some further condition?

Second semester. Omitted 1986-87.

37s. Introduction to Philosophy of Science. An introductory consideration of two issues. (1) Is there just one type of explanation operative throughout the social, biological and physical sciences, or does each area of inquiry have its own distinctive form, or forms, of explanation? (2) The view that a scientific theory consists of an abstract formal system, a model, and a set of correspondence rules connecting the formal system to observation. The results of these considerations will be brought to bear on two topics: (i) geometry and space, (ii) the eliminability of theoretical terms and statements in favor of the purely observational. Readings will include material from the works of Clifford, Hempel, Kuhn, Nagel, Poincaré, and Reichenbach.

Requisite: Satisfactory completion of one course in Philosophy, or of a year in a Science, or consent of the instructor. Second semester. Omitted 1986-87. Professor Epstein.

40. Bio-Medical Ethics. An examination of selected ethical issues raised by recent developments in the biological sciences and by the practice of medicine (e.g., cloning, genetic engineering, behavior modification, the allocation of scarce medical resources, euthanasia, experimentation on humans).

Not open to Freshmen. Second semester. Omitted 1986-87. Professor Kearns.

42f. Philosophy of Law. An examination of selected theories of law and selected issues in the philosophy of law (e.g., legal rights and moral rights, authority, due process, legal reasoning, punishment).

Not open to Freshmen. First semester. Professor Kearns.

44. Kant. An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason*, including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. Second semester. Professor Vogel.

61s. Seminar in Philosophy: Wittgenstein. The topic changes from year to year. In 1986-87 it will be: The Philosophy of Ludwig Wittgenstein. After some preliminary work in Frege and Russell the course will be devoted to an examination of Wittgenstein's *Tractatus Logico-Philosophicus* and as much of the first part of his *Philosophical Investigations* as time permits.

Requisite: Consent of the instructor. Suggested: Philosophy 13, 17, and 18, or the equivalent. Limited to fifteen students. Second semester. Professor Kennick.

62. Seminar in Philosophy: Pragmatism. The topic changes from year to year. According to James, Pragmatism is the ". . . attitude of looking away from first things, principles, categories, supposed necessities; and of looking towards last things, fruit, consequences, facts." This Pragmatic temper finds expression in distinctively anti-rationalistic and anti-absolutistic views of truth, of ideas, of meaning, of value and of reality. We shall engage these matters in reading from the works of Peirce, James, Dewey, Lewis, Quine and others.

Second semester. Professor Epstein.

77. Senior Honors. Required of candidates for Honors in Philosophy. The writing of an original essay on a topic chosen by the student and approved by the Department.

Open to Seniors with consent of the Department. First semester. The Department.

78. Honors Course. Required of candidates for Honors in Philosophy. A continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to Seniors with consent of the Department. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Requisite: Consent of the instructor. First and second semesters.

PHYSICAL EDUCATION

Professors Dunbar, Gooding (Chair), Mehr‡, Ostendarp, Serues, Thurston and Williams; Associate Professor Morgan‡; Assistant Professors Hixon, Miran and Zawacki; Coaches Everden and Hanger.

The courses in Physical Education are available to all Amherst College students and members of the College community. *All courses are elective and*, although there is no academic credit offered, there is *transcript notation* given for successful completion of a course.

Courses are offered on a quarter basis, two courses per semester, and one course during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information from the Department of Physical Education and Athletics.

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‡On leave second semester 1986-87.

In an attempt to meet the need and interests of the individual student, the program is offered in two parts:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have a carry over value for lifelong recreational pursuits.
2. **Recreational Program.**
   (a) **Organized Recreational Classes,** in which team sports are organized, played, taught and supervised by Physical Education Department personnel, and
   (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning the Department's program is available from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the Student Handbook.

PHYSICS

Professors Benson, Gordon (Chair), Hilborn, Romer, and Towne; Associate Professor Zajonc; Assistant Professors Hunter* and Jagannathan; Visiting Scholar Easwar.

Introductory Courses in Physics. Physics 11 provides an intensive examination of the historical underpinnings of the subject, and the philosophical implications of some of the important conceptual developments. It has no requisite in mathematics, and is suitable for students who want to take a single course to learn something about physics. It is also recommended for physics majors to obtain an overview of the methodology of physics. Physics 8 is a course intended for non-science majors, and has no requisites.

The sequence Physics 16, 17 is designed primarily for students who require two semesters of physics with laboratory, but in special cases it can also serve as the introductory sequence for the physics major. A student who decides after taking Physics 16 to take Physics 33, or who decides after taking Physics 17 to take Physics 34, can make special arrangements with the department. Students electing Physics 16 and 17 can also take Physics 8 or 11.

*On leave 1986-87.

The sequence Physics 32, 33, 34, 35 will be the one normally taken by Physics majors. All or part of the sequence is recommended for majors in other sciences, or for any student who wants a mathematically-based introduction to physics. The requisites for Physics 32, 33, 34 are Mathematics 11, 12, 21, respectively. Students with a strong background in physics and mathematics may be excused from Physics 32. It is recommended that such students take the Advanced Placement Examination in Physics (AP Physics C, Mechanics).

Major Program. Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics or biophysics, or a field such as law or business. To preserve the option of doing a thesis in the Senior year, Mathematics 11, 12, 21 should be taken consecutively starting in the first semester of Freshman year, Physics 32, 33, 34, 35 should be taken consecutively starting in the second semester of Freshman year, and Physics 42 should be taken in the second semester of Sophomore year.

For the Class of 1988 and future classes, the course requirements for a major in Physics are Mathematics 11, 12, 21; Physics 32, 33, 34, 35, 42, 47 and 48.

The course requirements for the Class of 1987 are Mathematics 11, 12, 21; Physics 13, 14, 34, 35, 42, 47 and 48. Physics 18 may be substituted for Physics 13, 14.

All Physics majors must take a written examination in the second semester of their Junior year. This examination is a preliminary to the Senior Comprehensive Examination which students must pass as a requirement for graduation.

Honors Program. The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. (For students intending to make a career in Physics, Physics 73 or 75 and at least one additional mathematics course are recommended.) Good performance on the preliminary examination taken at the end of Junior year will be a criterion for acceptance as a thesis student. At the end of the first semester of the Senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Honors work in Physics is to provide an opportunity for the student to pursue under faculty direction an investigation in-depth into a research problem in experimental and/or theoretical physics. In addition to apparatus for projects closely related to the continuing experimental research activities of the faculty (such as holography, mass spectrometry, lasers, atomic physics and ferroelectricity), facilities are available for experimental honors projects in many other areas. Subject to the availability of apparatus and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students are given the opportunity to review the literature in the field, to design, construct and assemble experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in May. During the first semester, students give preliminary talks in the Physics Seminar on their proposed projects. During the Spring, they again have the opportunity to describe their work in the Physics Seminar. At the end of the second semester, students take oral examinations devoted primarily to the thesis work and to questions suggested by performance on the Comprehensive Examination.

The departmental recommendation for the various degrees of Honors will be based on the student's record, Honors work, Comprehensive Examination and oral examination on the thesis.

8. The Rise of Twentieth-Century Physics. The main ideas of pre-twentieth century classical physics are treated quickly to set the background for appreciating the new physics. The special theory of relativity and the new notions of space, time and inertia are treated next. The developments in the understanding of the structure of matter and the profound changes brought about by Heisenberg's Uncertainty Principle and the concepts of Quantum Mechanics form the major content of the course. Algebra and trigonometry will be used in the course. This course is for non-science majors. Three hours per week.

Second semester. Professor Jagannathan.

11. Physical Inquiry: The Nature of Light. Physics is the quest of humans for a logical system to interpret and give order to the seemingly chaotic flux of natural phenomena. Each of the revolutions in science has entailed critical reexamination of long-cherished convictions and formulation of new conceptual schemes for understanding nature. By focusing on particular themes, which may vary from year to year, this course will examine the concepts, methods, and goals of physics and will, at the same time, foster the skills necessary for scientific reasoning, experimentation, and calculation.

Light: Without it the world is dark, we are unseeing. Yet what is light? The course will range widely, covering material from the contemporary quantum theory of light, ancient Greek theories of vision, Goethe's theory of color, wave and particle theories of the eighteenth century, and the electromagnetic field introduced by Faraday and Maxwell 100 years ago. Each account of light will not only be presented but also critically investigated for its shortcomings. Our studies will attempt, therefore, to uncover the forces that drive evolution and revolution in scientific thinking, forces that are themselves not always purely scientific.

No mathematics requisite. First semester. Professor Zajonc.

16. General Physics I: Mechanics and Thermodynamics. This course will examine two of the main divisions of Classical Physics: Newtonian Mechanics and Thermodynamics. Newton's laws will be used to describe and explain a variety of simple motions including linear and circular motion, motion in a gravitational field, motion in the presence of friction, and simple harmonic motion. Work, mechanical energy and momentum will be discussed as underlying concepts in our understanding of all mechanical processes. The extent to which changes in temperature affect natural systems will be studied primarily through the introduction of the concepts of heat and entropy, and applications of the first and second laws of thermodynamics. Topics such as rotational dynamics, fluid mechanics, phase transitions, calorimetry, and kinetic theory may be added at the discretion of the instructor. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. Second semester. Professors Hilborn and Zajonc.

16f. General Physics I: Mechanics and Thermodynamics. Same description as Physics 16.

First semester. Professors Towne and Hilborn.

17. General Physics II: Electromagnetism, Optics and Atomic Physics. Basic observations of electric and magnetic forces (the most important forces governing the structure of matter), their mathematical description, and the unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Introduction to wave motion, optics, and selected topics from atomic and nuclear physics. Laboratory experiments on electrical circuits, electronic measuring instruments, optics and optical instruments, and radioactivity and its measurement. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16. First semester. Professors Jagannathan and Romer.

17s. General Physics II. Electromagnetism, Optics and Atomic Physics. Same description as Physics 17.

Second semester. Professor Zajonc.

32. Newtonian Mechanics. The fundamental laws of Newtonian mechanics are applied to a variety of simple motions including free-fall in a gravitational field, simple harmonic motion, and rigid-body rotation. The conservation laws (linear momentum, angular momentum, and mechanical energy) are introduced in various contexts and are shown to serve as unifying physical principles. Emphasis is placed on mathematics (including vector algebra and calculus) as powerful tools in understanding phenomena. This course includes an introduction to the use of computers in physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. Second semester. Professors Towne and Gordon.

33. Electromagnetism and Electronics. Fundamentals of electricity and magnetism using differential and integral calculus. The unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Laboratory experiments on electrical circuits and electronic measuring instruments. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 32 and Mathematics 12 or consent of the instructor. First semester. Professors Zajonc and Gordon.

34. Waves, Optics and Thermal Physics. The general characteristics of wave motion will be approached through the wave equation and the solution to the boundary value problem. Included in the course will be the treatment of geometrical optics, energy relationships in waves, diffraction, interference, reflection, refraction and polarization. The second part of the course deals with simple thermal phenomena, the laws of thermodynamics, and an introduction to the kinetic theory of gases. The associated laboratory/recitation sections will be used for optical experiments as well as further discussion of lecture material. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 21 and Physics 33 or consent of the instructor. Second semester. Professor Romer.

35. Relativity and Quantum Physics. This course covers important developments in twentieth-century physics. The theory of Special Relativity is treated in some detail. Then the inadequacies of the classical explanations of such phenomena as blackbody radiation and the photoelectric effect are discussed. The partial, but imaginative, solution given by old "quantum theory" serves as a point of departure for the more systematic theory of atomic dynamics given by the "quantum mechanics." The course concludes with a selection of topics from atomic, nuclear, particle, and condensed-matter physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 34 or consent of the instructor. First semester. Professor Gordon.

42. Mechanics. Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods. Special emphasis is placed on oscillatory phenomena. Four class hours per week and occasional laboratories.

Requisite: Physics 33 or 14 or 14f or 18, Mathematics 21 or 21s. Second semester. Professor Towne.

47. Electromagnetic Theory. A development of Maxwell's electromagnetic field equations and some of their consequences. Electrostatics, steady currents and static magnetic fields; macroscopic theory of dielectric and magnetic materials; time-dependent electric and magnetic fields and the complete Maxwell theory; energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 34, 42, or consent of the instructor. Physics 27 may be substituted for Physics 34. Physics 26 is equivalent to Physics 42. First semester. Professor Hilborn.

48. Quantum Mechanics. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Three or four class hours per week and occasional laboratories.

Requisite: Physics 35 or consent of the instructor. Second semester. Professor Jagannathan.

64. Experimental Physics. Digital circuits and the use of microcomputers in experimental science. The development of digital electronics, in particular of microprocessors, makes possible measurements of natural phenomena in ways which are qualitatively different from those previously available. We discuss the theory of logic circuits (Boolean algebra) and the theory of realizing a complex logic function with a minimum number of basic elements. Basic logic circuits, design and use of digital measuring instruments, the conversion of signals from analog to digital form (and vice versa), and the use of computers to record data and to control experiments. Emphasis is placed on general principles of measurement. For example: What is the fundamental difference between analog and digital measurements? Do there exist general criteria for preferring one method to another? Is information inevitably lost when a signal is converted from analog to digital form? How does one deal with the important and common problem of making meaningful measurements of an interesting small effect in a world filled with extraneous "noise"? Two eighty-minute classes and one four-hour laboratory per week.

Requisite: Physics 33 and consent of the instructor. Second semester. Professor Romer.

73s. Analytical Dynamics. Lagrangian and Hamiltonian formulations of classical mechanics. Canonical transformations, Hamilton-Jacobi Theory, the WKB approximation, the algebra of Poisson brackets. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. Second semester. Omitted 1986-87.

75s. Thermodynamics and Statistical Mechanics. First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including superconductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. Second semester. Omitted 1986-87.

77. Senior Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, D78. Senior Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

POLITICAL SCIENCE

Professors Arkes (Chair), Kateb, Sarat, W. Taubman and Tiersky*; Five College Professor Lake; Associate Professor Machala; Assistant Professors Alves*, Basu* and Dumm; Visiting Assistant Professor Gillespie.

Major Program. A major in Political Science consists of nine courses in Political Science. Political Science 11 is a prerequisite for all majors.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

All majors in Political Science may be required to pass a comprehensive examination in Political Science. This examination will cover the discipline as a whole and will be written or oral or both written and oral as the Department may prescribe.

Honors Program. Students who wish to be considered for graduation with Honors in Political Science must take part in the Honors program. The Honors program is designed to provide qualified students with full opportunity for independent research and writing. Candidates for Honors in Political Science will normally take Political Science D77 and 78. The double course in the first semester is designed to provide time for students to complete a first draft of a thesis, which must be submitted by the middle of January. At that time, the candidate's advisor, in consultation with a second reader, will evaluate the draft of the thesis and determine whether it merits the candidate's continuing in the Honors program during the second semester. Students who have completed Political Science D77 but who either are not permitted or choose not to enroll in Political Science 78 will be assigned a grade for work completed in Political Science D77. Students continuing in the Honors program will receive a single grade for the sequence of three courses upon completion of Political Science 78.

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*On leave 1986-87.

A cumulative average of 9 is required for admission to the Honors program. In addition, students will be admitted only upon application in the first week of the fall semester of their Senior year. Such application will consist of a brief description of their thesis topic—what it is, why it is important, and how it is to be illuminated. Prospective applicants should consult with members of the Department during the Junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

11. Introduction to Political Science. The course will consider the nature and purposes of politics, relationships between those who govern and those who are governed, and the myths, principles and practices of authority, justice, citizenship and revolution.

First semester. The Department.

20. The American Presidency. In the course of the twentieth century, the American Presidency has emerged as the premier national political institution, eclipsing the Congress in both power and prestige. In this course, we will investigate the development of the Presidency as the single most powerful office of the national government, and explore the extent and limits of contemporary Presidential power by studying the practice of various recent Presidents, primarily Kennedy through Reagan. To accomplish the first task, we will examine literature that attempts to explain the various historical and institutional-political factors that have contributed to the development of the contemporary Presidency. To accomplish the latter task, we will study various memoirs, policy analyses and critical-journalistic literature that chronicles the performance of these recent Presidents in the execution of both domestic and foreign policy.

Second semester. Professor Dumm.

21. American Government. What is distinctive about politics and government in America? Does America possess, or did it ever possess, a coherent "public philosophy"? Are our political arrangements adequate in the modern era? These questions form the backdrop for an inquiry into the basic values and continuing problems of American politics and government. This course will consider the relationship of private aspirations and public norms. Can we be successful in our private lives and good citizens as well? We will confront the way in which economic institutions shape and are shaped by our politics. We will also get inside the major institutions of the political order. The constitutional division of powers among the judicial, legislative and executive branches will be traced back to its philosophical roots and will be examined in light of major public policy questions. Among those questions we will consider the scope and limits of government regulation, the prospects and problems of social welfare and the way America lives as a nation among nations. Two class meetings per week.

First semester. Omitted 1986-87. Professor Sarat.

22. Law, Politics and Society. The history of America has been and will continue to be shaped by ideas of right and justice derived from a heritage of constitutionalism and constitutional government. Some would question whether those ideas of right and justice are adequate and acceptable and whether the Constitution itself contains the basis for a decent social and political life. In order to answer these questions it is necessary to develop standards which can be used to judge American legal institutions. This is the first business of the course. Such standards will be developed through an examination of jurisprudential writings as well as court decisions and contemporary critiques of the legal order. The course will analyze and assess the administration of justice in America. How are decisions about criminal responsibility made? What is the moral meaning of due process and how is it reflected in the operation of the legal system? What are the problems with and prospects of simultaneously maintaining order and upholding law? How are these problems and prospects reflected in the behavior of police and prosecutors? What are the roles and responsibilities as well as the ethics and impact of lawyers and the legal profession? The course will conclude with an inquiry into the forms and limits of legal obligation in an imperfect legal order and into the ways in which such an order can be reformed and improved. Two class meetings per week.

Second semester. Professor Sarat.

23s. Political Obligations. The course will consider the grounds on which one can claim to be free from obligations that run counter to one's own opinion or the sense of one's own good—or, on the other hand, the grounds on which one may be obligated to accept restraints on one's personal life or support policies with which one deeply disagrees. The arguments will be tested against the problems of war, abortion, privacy, censorship, suicide, and the obligation to rescue; and the task in all cases will be to force a confrontation between the standards one would use in judging individuals (including oneself) and the standards one would insist upon in judging the morality of public policy.

Second semester. Professor Arkes.

24f. Politics in Third World Nations. This course will explore the origins and manifestations of inequality between the First and Third Worlds as well as among and within Third World nations. The first part of the course analyzes the "creation" of the "Third World" through colonial domination and the response of nationalist movements. This background provides a context for distinquishing between myths and realities of poverty, food scarcity and over-population in Asia, Africa and Latin America. The next part compares the attempts of liberal democratic, authoritarian and socialist regimes to achieve equality, growth and autonomy. The course will conclude by examining the influences of international economic and political forces on domestic political arrangements in the Third World.

First semester. Omitted 1986-87. Professor Basu.

25. Comparative European Politics. An introduction to contemporary west European government and politics. The course is taught as a series of studies in political development. The analysis stresses both the common features of European political life and the irreducible uniqueness of national political histories and contemporary institutions. Britain, France and West Germany are emphasized. The last section evaluates the European community, Europe's role in world politics, and European decline and renewal.

First semester. Omitted 1986-87. Professor Tiersky.

26. World Politics. An introductory course in international relations examining world politics from three essential angles: strategic, economic and ethical. The first part of the course discusses the modern international system in historical perspective, analyzing both permanent and unique features of contemporary world politics. The second part of the course considers contrasting conceptions held by statesmen, scholars and others of the "national" and "international" interest and the policy-making process. The course then examines major contemporary international conflicts with special attention given to the interest and the role of the United States. Among the issues to be discussed: superpower rivalry (e.g., SALT), alliance politics ("trilateralism"), regional instability (Middle East, Southern Africa, Southeast Asia, Eastern Europe) and North-South tension growing out of Third World demands for a "new international economic order." Two class meetings per week.

Second semester. Professor Machala.

27s. Soviet Politics. The purpose of this course is to begin to understand the Soviet system in its complexity as it has evolved over time. Contemporary Soviet society has been built to a degree upon pre-revolutionary Russian tradition as well as the revolutionary principles of Marxism-Leninism. We will assess the impact of historical tradition and the role of ideology on the development of Soviet-style socialism.

The Soviet Union has developed in a remarkably short period of time from an overwhelmingly agrarian to an industrialized society with superpower status. We will examine the system and society under Lenin, Stalin and the post-Stalin leaders in order to understand the critical choices which affected Soviet development and which created the contemporary Soviet system—its achievements and problems.

Our study will include a detailed examination of the Soviet system: the formal and informal power structure, the economic system and its integral role in defining social and political relations, the impact of society on the system and vice versa.

We will conclude with an analysis of the problems and prospects facing the Soviet Union and an assessment of elements of continuity and change in Soviet development.

Second semester. Dr. Phillips.

28f. Political Theory from Hobbes to Marx. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the growth of the idea that the center of philosophical thought about politics is in the individual whether as the bearer of interests or rights or dignity or conscience.

First semester. Professor Kateb.

29. Congressional Politics. The Congress of the United States was by Constitutional design intended to be the national institution of governance that is most directly representative of the wishes of the national majority. Through most of its history, it also was considered to be the most powerful branch of the national government. Today, both of those assumptions concerning Congress are dubious propositions at best. In this course, we will inquire into the reasons for the transformation of Congress in the twentieth century from being the most powerful and responsible branch of national government, to being perceived as ineffectual, and the harbor of entrenched specific interest groups. We will also consider the recent "renaissance" of Congress, which began during the era of the Nixon presidency, especially in light of the resurgence of executive power represented by the Reagan presidency. To study these questions, we will investigate the organization of Congressional political parties, the committee system, the evolving role of constituent representation, legislative-executive relations, and the specific manner in which Congress over the past twenty years has sought to shape public policy in a variety of domestic and foreign policy areas.

First semester. Professor Dumm.

30f. The Vietnam War. The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and the withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Three class hours per week.

Enrollment limited. First semester. Professor Lake (Mount Holyoke College.)

31s. Parties and Elections. In this course we will investigate the various functions of political parties and elections, as means of mobilizing groups of people, as means of representing polities, and as means of social control. We will begin with an examination of some of the most important theoretical literature concerning parties and elections, and then move to a close examination of the evolution of political parties in the American electoral system, using selected case studies at the local, state and national levels. Because our primary focus will be on understanding parties and elections in the United States, we will pay particularly close attention to the relationship between electoral politics and democratic values, asking questions concerning the roles of parties and elections in either refining or perverting expressions of popular will. We will also look at how parties function at different levels of American government as organizations through which particular political regimes attempt to govern.

Second semester. Omitted 1986-87. Professor Dumm.

32f. Authority and Sexuality. Historically the regulation of sexual practices and the definition of appropriate modes of sexual expression have been important concerns of state and society. This is as true in liberal societies as in putatively less enlightened ones. It reflects the difficulties which all social orders have in defining the limits of freedom and the legitimate scope of social control. But the effort to define those limits with respect to sexuality is by no means a relic of a discredited past as debates about abortion, homosexuality, pornography and the recent controversy about AIDS make clear. Moreover, our images of public authority are themselves, to some extent, a product of our struggles to find meaning in sexuality and sexual practice and to come to terms with the place of desire in our own lives.

This course asks how it is that sexuality is portrayed, imagined and defined in such a manner as to make possible various forms of scrutiny, regulation, invasion and prohibition. We will examine the ways in which sexuality and authority are constituted in politics and in law as well as arguments suggesting that particular sexual relationships and particular arrangements of political authority are natural, normal, just or inevitable. We will investigate the way the rhetoric of sexuality and authority transforms this experience of desire and power as well as the ways authority rises from and depends upon a particular consciousness about sex which is revealed in philosophy, literature, and political theory. It may be that the very grounds on which we traditionally base claims of political freedom, namely images of natural law and natural rights, work at the same time to limit our freedom in formulating, expressing and sharing our sexual desires. Throughout, the course seeks to call into question oppositions of public and private, law and power, government and self, which have traditionally organized our thinking about authority and sexuality.

First semester. Professor Sarat.

33s. France: Politics and Society. A study of modern French politics and society. Politics and political economy with emphasis also on history, culture and ideology. The first part of the course studies classic writings and themes in French political culture (Tocqueville, Marx, de Gaulle, Hoffmann, Zeldin). The second part studies contemporary French institutions, policies and conflicts in the context of both French history and the common problems of advanced industrial societies.

Second semester. Omitted 1986-87. Professor Tiersky.

34. Lawyers and the Legal Profession. Alexis de Tocqueville, writing at the beginning of the nineteenth century, assigned to lawyers a special and important role in preserving the health of American society and politics. As he said, "In visiting America and studying their laws, we perceive that the authority they have intrusted to the members of the legal profession . . . is the most powerful existing security against the excesses of democracy." Today, however, we hear many complaints about the plague of lawyers or about our excessively legalized and adversarial society, a society which seems to some to have too many lawyers. The first matter of the course is to consider the role of lawyers in America and to address the question of whether lawyers contribute to a society which is more just, equitable and decent than it would be but for their skills, expertise and professional power. In addition, we will consider the nature of the lawyering process as well as the different roles which lawyers play as defenders of criminals, participants in divorce disputes and in aiding and servicing corporate or business clients. Among the subjects which we will discuss are the ethical standards which govern or should govern the conduct of lawyers, the nature of legal education and its relation to what lawyers actually do, the burdens and responsibilities of lawyers as representatives of the ideology of legality, whether the tasks of lawyers can and should be de-professionalized and the similarities and differences between lawyers and other professionals. Finally, we will examine the question of what becoming a lawyer means and what ethical, political and personal considerations inform that choice as well as how these considerations shape the life of the practicing lawyer.

Admission with consent of the instructor. Second semester. Professor Sarat.

36f. Introduction to Latin American Politics: Actors, Issues and Models. At times people in the United States seem to see parts of Latin American as "their backyard," at other times as a far-off and exotic world which is either picturesque or violent and often both. Few are aware that hundreds of millions of other humans consider themselves "Americans." The purpose of this course is to provide an introduction to Latin American politics in its social and economic setting.

As the subtitle suggests we will focus on cross-national institutions and problems rather than specific cases. Among the crucial political actors which we will cover are: political and economic elites, urban popular sectors, peasants, the Church, the military, and guerrillas. The issues to be discussed range from state-formation to industrialization, populism to revolution, investment by multinational corporations to the present debt crisis, and United States foreign policy. The explanatory models to be scrutinized will include Bureacratic-Authoritarianism, Corporatism, and Dependency. Students will be encouraged to write on these themes in their papers, choosing particular countries for case studies or multiple comparisons. Lectures will emphasize countries according to the topic at hand, but Argentina, Brazil, Chile, Peru, Mexico, Nicaragua, and Cuba will receive most attention.

First semester. Professor Gillespie.

38. International Law. The purpose of this course is to examine certain approaches to international justice as a measure for criticizing and reconstructing international law in the conditions of the contemporary world. We shall first examine the notion of international law and justice in general. Then, we shall deal with legal and ethical theories of basic universal human rights, national self-determinism, "just war," aggression and collective responsibility. Finally, we shall examine some problems of international economic justice as they now confront both the developed and the less developed countries, with emphasis on determining which rules and regulations for managing the international economy could be considered as legitimate by most members of the international community.

Admission with consent of the instructor. Second semester. Omitted 1986-87. Professor Machala.

41. The American Constitution I: The Structure of Rights. When John Adams wrote that we have "rights antecedent to all earthly government," he expressed the understanding of the Founders that the Constitution was not the source of our rights. The Constitution was the result, rather, of certain principles of lawfulness—certain moral understandings—which established the right of human beings to be ruled only by their consent, in a government restrained by law. In understanding our Constitution today, in reaching practical judgments in particular cases, it often becomes necessary to appeal outside the document to those "antecedent" principles which guided the framing of the Constitution. This course will focus on questions arising from the relations of the three main institutions which define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in diminishing our rights.

First semester. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." When Lincoln said at Gettysburg that the American republic had been established "four score and seven years" earlier, he was referring to the Declaration of Independence and not the Constitution: The American regime was established before the Constitution by the men who articulated the first principles of republican government. The purpose of this course is to draw out the implications of those principles in a series of cases that gauge the character of the American polity and test, with a more exacting standard, the kinds of legal doctrines that have been produced under the Constitution. Are there parts of the Constitution and the Bill of Rights which have been assumed now to express necessary "principles" of constitutional government, but which cannot really claim the standing of principles? On the other hand, might the government under the Constitution have a much wider reach than we have traditionally assumed—might it be freer than we have supposed to do what is necessary to enforce the requirements of justice? Might the national government sweep past the jurisdiction of the States and reach any wrong that a local government may legitimately reach? Might the government penetrate the barriers of privacy and vindicate wrongs done within the family, even in the most intimate relations? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (It is not necessary to take Political Science 41 before taking this course.)

Second semester. Omitted 1986-87. Professor Arkes.

44. Transitions to Democracy in Latin America: Theories and Comparisons. The present decade has seen a massive tide of political liberty in the hemisphere where only recently there were few non-repressive regimes. This course seeks to examine cases of transition to democracy in Argentina, Brazil, Columbia, Costa Rica, Dominican Republic, Ecuador, Peru, Uruguay, and Venezuela. We shall also look at the presently entrenched authoritarian regimes in Chile and Mexico as crucial (and utterly different) cases of failure by democratic oppositions. The problem of democracy will be treated from a long-run historical perspective and also by a more contemporary dynamic focus on the strategies available to actors in transitions. The course will conclude by assessing the prospects for democratic consolidation in the region.

Some of the major theoretical work on the conditions for democracy and the possible paths for democratic inauguration has come out of comparative politics, often focusing on Europe. The major authors to be read in this regard include Barrington Moore, Dahl, Lijphart, Lipset, Poulantzas, Przeworski, Rustow, Schmitter, and Schumpeter. The specifically Latin America-oriented authors include Cardoso, O'Donnell, Remmer and

Merkx, Stepan, Therborn, Whitehead, and Wiarda. This course is primarily intended for students with some previous knowledge of Latin America or comparative politics.

Requisite: At least one political science course. Second semester. Professor Gillespie.

45s. Europe in World Politics. A study of Europe's situation in contemporary world politics. This includes both specifically Euopean problems and international relations generally, seen from the point of view of European perspectives and interests. The course first analyzes general relations between domestic politics and foreign policy. Historic European antagonisms and geopolitical explanations of European foreign relations are then briefly considered. The bulk of the course studies the various elements of decline and readjustments in Europe's role after World War II. The central issues are Yalta and the division of Europe, decolonization and European unification, Gaullism, the "German question," West European communism and Eastern Europe, foreign policy and the international economy, defense and security for Western Europe, and Europe "caught" between the superpowers.

Open to Freshmen with consent of the instructor. Second semester. Omitted 1986-87. Professor Tiersky.

47s. Power and Powerlessness: Perspectives on Asian Women. Have the confining influences of religious traditions, cultural values and family structures generally hindered movements for Asian women's emancipation? Are Asian women as passive, deferential and powerless as is often assumed? Has the modernization process brought about improvements in their conditions? This course suggests that the sources of women's powerlessness are not only embedded in "traditional" forces; colonialism, industrialization and even urbanization have, in fact, frequently eroded women's preexisting power. While women have at times primarily been victims of these processes, they have often organized collectively to defend their common interests. Religious and cultural forces, which have on the one hand been sources of women's powerlessness, have also provided indigenous inspiration for feminist goals. The central goal of the course, then, is to analyze the sources of Asian women's power and powerlessness with a view to identifying the conditions which facilitate their emancipation. At selected points, comparisons will be made between the conditions of women in Asia and in the West.

Second semester. Omitted 1986-87. Professor Basu.

48. The Post-Communist State. The purpose of this course is to examine the concrete experiences of political life in Central Europe (Czechoslovakia, Hungary, Poland). As a rule, these societies continue to be described as either "totalitarian," "socialist," or "communist." Challenging these views, the course suggests that the political system of contemporary Central Europe is more appropriately characterized as "post-communist," i.e., as a system in which the power of the communist party is withering away. To substantiate this position, the course will examine the shift in the distribution of power between the state and civil society as well as that between the communist party and such state institutions as the military. Attention will also be given to the operation of the central planning system, the level of social welfare, the organization of the working class and the role of the middle class in changing Central Europe.

Second semester. Professor Machala.

49s. Political Theory from Plato to Machiavelli. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the tense relations among absolute morality, ordinary morality, and the pursuit of greatness. Attention will be given to the Socratic challenge to Athens and the early Christian challenge to Rome as well as to Machiavelli's worldly counterattack.

Second semester. Professor Kateb.

51s. Latin America and the United States. Since the wars of independence in Latin America, the growing influence of the United States, both economically and politically, has led many Latin American thinkers to argue that a new form of dependent relation has evolved. From the theory of "manifest destiny" to the current interventions of the United States in its "backyard" of Central America, the overwhelming historical evidence suggests the difficulty of achieving real independent status for countries shadowed by the "big brother" to the North.

The focus of this course is Latin America. We shall study the history of U.S.-Latin American relations to uncover the social, political and economic underpinnings of the current crisis. We shall discuss questions such as: What is the relationship between the superpower confrontation and the development of the National Security Doctrine in Latin America? Is the influence of multinational corporations in Latin America beneficial to democratic goals and to autonomous economic development? Is American foreign policy towards the region in any way shaped by the determination to control access to natural resources and to protect corporate investments in Latin America? Why, and how, has Central America and the Caribbean become defined as the "backyard of the United States"? How have the interventions of the United States in the Southern Cone differed from the policies in Central America and the Caribbean? What is the relationship between the Doctrine of National Security—with its theory of the internal enemy—and the destruction of democracy in the Latin American nations of the Southern Cone? Finally, to what extent do the political and economic relations of the United States with Latin American nations promote democracy?

Second semester. Omitted 1986-87. Professor Alves.

52. Political Development. A seminar on contemporary ideas of political development as well as permanent difficulties in conceptualizing the persistence and change of political systems. Discussion centers mainly on industrial and advanced industrial (post-industrial) societies. Some attention is given to ideas of East/West and North/South comparisons, such as theories of convergence and political modernization. The last part of the course considers several general theoretical issues—in particular functionalism, historicism and the difference between political theory and political ideology.

Limited enrollment. Second semester. Omitted 1986-87. Professor Tiersky.

54. The Catholic Church in Latin American Politics. In 1968 the Episcopal Conference of Latin American Bishops assembled in Medellin, Colombia. From its deliberations was born the Theology of Liberation. This course will examine the history of the Catholic Church in Latin America and the development of the Theology of Liberation, with its "preferential option for the poor." We will discuss themes which are relevant to modern Latin American religious and political history, such as: What is the relationship between Marxism and the Theology of Liberation? What are the religious and socio-political implications of a "preferential option for the poor"? What has been the role of the Catholic Church in popular movements throughout Latin America? Why do lay Catholics, members of Basic Ecclesial Communities, contend that the Theology of Liberation leads to democracy?

Why do critics of the Theology of Liberation accuse it of promoting a "popular Church" which stands in opposition to the Catholic hierarchy, of forgetting the spiritual mission of the Catholic Church and even of becoming the seedbed of revolution, class war and internal political subversion?

Second semester. Omitted 1986-87. Professor Alves.

56. India and China: Ambiguities of Parliamentary Democracy and Communist Rule. The world's largest democracy and socialist regime appear to many observers to be united only by their geographic proximity. While India has often been considered a model of stable, continuous parliamentary rule, China has provided a model of mass-based revolutionary change, culminating in the creation of the first communist nation in Asia. How apt today are these characterizations of India as democratic and China as socialist? To what extent is the Indian polity characterized by relatively autonomous, accountable political institutions, constitutional guarantees of civil rights and liberties and large scale political participation? Given recent changes in the Chinese political economy, in part through its linkages to the international economic system, can China still be characterized as socialist? This seminar will address these questions in historical perspective by assessing the similarities and differences between India and China's colonial legacies, nationalist and socialist movements and Gandhian and Maoist leadership.

Requisite: Consent of the instructor. Second semester. Omitted 1986-87. Professor Basu.

57s. Problems of International Politics. The subject varies from year to year.

Admission with consent of the instructor. Limited to twenty students. Second semester. Omitted 1986-87. Professor Taubman.

58. Seminar in Constitutional Law. This course is conceived as an advanced course on selected topics in law and political philosophy for students who have already had some preparation in these subjects. The seminar will focus this year on the classic period in American jurisprudence in the nineteenth century: from the Marshall Court, at the beginning of the century, to the aftermath of the Civil War and the *Legal Tender Cases.* We shall concentrate on a collection of original, landmark opinions and on the writings of jurists such as Marshall, Story, Taney, Chase, and Field. The jurists in this period were writing with an uncommon clarity as they addressed the fundamental questions that were not addressed or resolved in the text of the Constitution. The concern of the course is with the moral reasoning they employed, the principles of jurisprudence they invoked, as they had to appeal to an understanding of law that stood "outside" the Constitution. We will consider how the jurists sought to explain the "limitations" of a constitutional government, even while they conceded that there "ought to be no limitation of a power destined to effect a purpose which is itself incapable of limitation." The course will also encompass problems of this kind: the return of fugitive slaves, the international trade in slaves, and the political economy of the Constitution (the creation of money, the regulation of trade, the confiscation of property).

Requisite: Courses in law and political theory. Limited enrollment. Admission with consent of the instructor. Second semester. Professor Arkes.

59s. Contemporary Political Thought. A study of some of the major writers who have tried to come to terms with the political features of modernity. The emphasis is on the impact of Marx, Nietzsche, and Freud.

Limited enrollment. Second semester. Professor Kateb.

61. Making Sense of Marx. This seminar will be devoted to studying the thought of Karl Marx. We shall begin with a reconstruction of Marx's theory of socialism and communism, identifying the key structural features and the essential historical pre-conditions necessary for the existence of these social systems. Given this perspective, we shall then discuss various themes crucial to Marx's vision of the future, namely, his view of historical progress, his conception of the genesis and dynamics of capitalism, class formation and class interests, nationalism and national interests as well as his conception of the state, the law and morality. The course will conclude with a detailed examination of Marx's theory of social causation. For texts, we will rely primarily on Marx's own writings, using secondary sources only to help guide us through his vast opus.

Limited enrollment; preference will be given to those who have had some degree of exposure to Marx in previous courses. First semester. Professor Machala.

63. Comparative Public Policy. This course will consider some of the experiences, accomplishments, and problems common to advanced industrial societies. The focus will be primarily upon issues of political economy and policy innovations in several Western European states.

The first section of the course will consider the ways in which political institutions (administrations, parliaments, parties) have reacted to the economic activism of the past fifty years and the "neo-conservative" trends of the past decade. The second section will try to apply general principles, theories, and questions to specific cases. In the case of Britain, attention will be directed to the views of the major political parties on social welfare, labor relations, and economic policy. Similar issues will be reviewed in relation to Scandinavia, with special attention to the triangular relationship among state institutions, political parties, and large interest group organizations. Scandinavian innovations such as the ombudsman, co-determination, and public information laws will be discussed. This section will also address three core areas of policy: health, economic management, social security and the redistribution of income. Throughout the course, comparisons will be drawn to the treatment of these issues in the United States, and the final section of the course will evaluate the main trends in public policy as they are emerging in advanced industrial and democratic societies.

First semester. Professor Einhorn (University of Massachusetts).

64. Legitimation Problems in the United States. In this seminar we will first investigate the theoretical literature concerning the role of the modern state as the primary arena in which politics are authoritatively ordered. Then we will examine how such literature might apply to the United States, which is the country that many have claimed is an exception to the rules that seemingly have governed the evolution of most other modern capitalist states. Is the United States suffering from a legitimation crisis? Is the United States undergoing a transformation in the political and ethical assumptions that govern the most important relationships between rulers and ruled? We will begin by reading selections from such theorists of the modern capitalist state as Marx, Weber, Lenin, and more recently, Habermas, Poulantzas, Miliband, and Moore. In light of that reading we will then examine works of such theorists of American politics as Madison, Tocqueville, Lincoln, Charles Francis Adams, Turner, Dewey, and more recently, Hofstadter, Hartz, Dahl, Lindblom, Lowi, Wolfe, and Piven and Cloward. Throughout, we will be asking questions concerning how the modern state generally, and the American state particularly, govern in an increasingly complex world, one which seems to create great pressures toward making all citizens conform to singular standards of obedience, and against the further realization of liberal-democratic values such as self-autonomy and equality.

Second semester. Professor Dumm.

D77, 78. Senior Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97, 98. Special Topics.

First and second semesters.

PSYCHOLOGY

Professors Coplin†, Grose, Olver, Sorenson and Weigel (Chair); Associate Professors Aries* and Raskin*.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. On occasion, in consultation with the Department, a student may include one course in a closely allied field in a major program.

In order to insure a comprehensive understanding of the discipline, students are expected to satisfy specific distribution requirements within the major program. These "core" courses include Psychology 11, 12 or 26, 22, and any *one* of the following: Psychology 20, 21, 27, 28 or 32. Honors level grades are required B− or higher in each of the four "core" courses submitted in satisfaction of departmental distribution requirements. Failure to attain a grade of B− or better in a core course means that remedial work will have to be arranged and a qualifying exam passed if the student is to continue to be a psychology major.

Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their Senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before the end of second semester, Junior year.

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*On leave 1986-87.

†On leave first semester 1986-87.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry considering behavior and experience from psychobiological, behavioristic, cognitive, psychodynamic, humanistic, and social perspectives.

First semester. Professor Weigel.

11s. Introduction to Psychology. Same description as Psychology 11.

Second semester. Omitted 1986-87. Professor Weigel.

12f. Psychology as a Natural Science. This course will examine the utility of animal experimentation for developing an understanding of human behavior. Primary emphasis will be placed on the contribution made by the psychobiological perspective to the understanding of human psychopathology.

First semester. Professor Sorenson.

20. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Within this context, emphasis will be on understanding the process by which individuals influence and are influenced by groups and societies.

Requisite: Psychology 11, 22, and consent of the instructor. Limited to fifteen students. Second semester. Professor Weigel.

21s. Personality. A consideration of the theory and research directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving.

Requisite: Psychology 11. Limited to forty students. Not open to Freshmen. Second semester. Professor Weigel.

22f. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Dr. Martin.

22. Statistics and Experimental Design. Same description as Psychology 22f.

Second semester. Omitted 1986-87. Professor Aries.

24. Developmental Psychobiology. A study of the development of behavior in mammals. The material will compare the biological and psychological determinants of behavior such as mother-infant interactions and social relationships in a variety of species. Emphasis will be placed on how changes in the central nervous system influence the development of behavior.

Requisite: Psychology 12 or 26. Limited enrollment. Second semester. Omitted 1986-87. Professor Raskin.

26. Physiological Psychology. A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Three class hours and three hours of laboratory work per week.

Requisite: Consent of the instructor (Psychology 12 or 22 recommended). Second semester. Professor Sorenson.

27. Developmental Psychology. A study of human development with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. First semester. Professor Olver.

27s. Developmental Psychology. Same description as Psychology 27.

Requisite: Psychology 11 or 12. Second semester. Omitted 1986-87. Professor Olver.

28. Abnormal Psychology. A study of the etiology and psychodynamics of psychological deviance with a focus on the psychological diagnosis and psychotherapy of the behavior disorders.

Requisite: Psychology 11 or 12. Not open to Freshmen. Second semester. Professor Coplin.

29s. Human Sexuality. A review of biological, psychological, and cultural factors affecting sexual development and expression in humans. Among topics covered are gender and sex role differentiation, psychosexual development, physiology of sexual response, pregnancy and childbirth, conception control, sexual dysfunctions, and alternative sexual lifestyles.

Second semester. Omitted 1986-87. Professor Coplin.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited enrollment. Second semester. Omitted 1986-87. Professor Aries.

33. Child Clinical Psychology. An investigation of child psychopathology from a developmental perspective. Emphasis will be placed on the identification and understanding of a range of childhood disorders which occur in the period from infancy through middle childhood. Topics include theories of etiology, differential diagnosis, psychological assessment techniques, treatment alternatives, and discussion of prognosis. The course will cover a variety of issues such as the "infant-at-risk," developmental delay, school-related difficulties, child abuse, and the impact of sociocultural phenomena (e.g., divorce, nuclear war, poverty) on children today.

Requisite: Psychology 11. First semester. Dr. Martin.

35. Psychopathology of Adolescence. An examination of the psychological disorders of adolescence in light of the developmental tasks and processes that characterize the age group. Emphasis will be placed on presenting the biological, psychodynamic and psychosocial perspectives on the etiology and treatment of these disorders. Topics such as eating disorders, identity disorders, aggressive and delinquent behavior, drug abuse, schizophrenia, depression and suicide will be covered.

Requisite: Psychology 12 plus a course in developmental psychology (Psychology 27, 32 or 36). Limited to twenty students. First semester. Omitted 1986-87. Professors Aries and Raskin.

36. Psychology of Aging. An introduction to the psychology and psychobiology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Research utilizing animal models as well as clinical studies will be reviewed. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 and 12. Limited to twenty students. Second semester. Omitted 1986-87. Professor Raskin.

38f. Psychopharmacology. An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and on the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26 and consent of the instructor. Limited enrollment. Not open to Freshmen. First semester. Professor Sorenson.

40. Sex Role Socialization. An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is not on sexual behavior but rather on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 plus at least one course in developmental or adolescent psychology and consent of the instructor. Not open to Freshmen. Second semester. Professor Olver.

41. Psychotherapy. This seminar will examine the theories and techniques of some of the major systems of psychotherapy, including psychoanalysis, behaviorism, humanism, social learning, and the medical model. There will be an emphasis on emerging community mental health perspectives. Students will write a major paper based on practicum or volunteer experience in a mental hospital, mental health center, halfway house, or other mental health facility in the local community.

Requisite: Psychology 11 or 28, or the equivalent, and consent of the instructor. Limited to fifteen students. Not open to Freshmen. First semester. Omitted 1986-87. Professor Coplin.

42f, 42. Psychology Seminar. Members of the Department will occasionally offer seminars designed to give the student an opportunity to study a selected topic in depth.

3. GROUP PROCESS AND BEHAVIOR CHANGE. A number of theories of group functioning will be examined, including the works of Freud, Moreno, Bion, Rogers, Berne, and Perls. Special emphasis will be placed on attempts to use group functioning to induce behavior change as in the group therapies, sensitivity training, encounter, and marathon groups.

Requisite: Psychology 11 and consent of the instructor. Second semester. Professor Coplin.

4. CONTEMPORARY ISSUES IN SOCIAL PSYCHOLOGY. This seminar will examine research methods employed in social psychology. Students are responsible for developing a research design, collecting and analyzing the appropriate data, and writing a journal-style article describing the background, logic and results of their investigation.

Requisite: Psychology 11, 22, and written consent of the instructor. Second semester. Omitted 1986-87. Professor Weigel.

6. THE PSYCHOBIOLOGY OF STRESS. This course will explore the phenomenon of stress, its physiological and psychological correlates, and strategies for reducing its untoward consequences. We will begin by considering alternative views of the nature of stress, focusing on the difficulty of objectively describing the characteristics of environmental "stressors." Then we will review the neuroendocrine concomitants of stress and evaluate the role of stress in the etiology of a variety of disorders of health and behavior including: psychosomatic disorders,

sudden death, hyperaggressiveness, obesity, impotence, depression, schizophrenia, and infantile autism. Next we will explore the basis of individual differences in stress responding, including the possible origins of "Type A" verus "Type B" personality characteristics. Then we will turn to efforts to prevent or reduce stress and to attenuate anxiety, a psychological correlate of stress. We will evaluate efforts to develop animal models of anxiety, efforts to determine the neural substrates of this emotional state, and efforts to develop pharmacological and behavioral treatments for stress and anxiety. Finally we will consider evidence suggesting that drug addiction involves the self-administration of pharmacological agents to alleviate stress or anxiety.

Requisite: Psychology 12 or 26. Limited to twenty students. First semester. Omitted 1986-87. Professor Sorenson.

46f. The Causes and Control of Violence. The primary thrust of this course will be to explore the etiology of aggressive behavior and its potential control. An attempt will be made to assess the contributions made to our understanding of the causes of violence by each of a variety of perspectives considered within the basic nativistic-environmentalist scheme. Specifically, this will involve a consideration of the interaction of individual variables (genetic predisposition, specific brain mechanisms, and humoral and hormonal influences) and social variables (the cultural milieu, the interpersonal context, and the mass media). The implications of these variables for the prevention and control of violence will be examined in reference to such issues as the propriety of punishment, therapeutic intervention, genetic counseling, and psychosurgery, as well as the possibilities for other forms of social change relevant to the problem. The student will be expected to prepare a scholarly paper considering the modes of prevention and control in the context of a critical evaluation of the evidence implicating the various causal factors.

Requisite: Written consent of either instructor. Limited to thirty students. Not open to Freshmen. First semester. Omitted 1986-87. Professors Sorenson and Weigel.

77, 78 or D78. Senior Honors. Open to Senior majors in Psychology who have received departmental approval. First and second semesters.

97, H97; 98, H98. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to Juniors and Seniors with consent of the instructor. First and second semesters.

RELIGION

Professors Pemberton, Thurman, and Wills; Visiting Professor Little; Associate Professors Doran* and Niditch (Chair); Visiting Associate Professor Kraemer.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major as well as, often in the case of Honors majors, the Senior thesis. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. This will usually require students concentrating on a Western religion to achieve a secondary mastery of an aspect of Eastern religion and vice versa. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11s, Introduction to the Study of Religion, and a Luce Seminar, as well as six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the Senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. The emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

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*On leave 1986-87.

Honors Program. Honors in Religion shall consist of Religion 11s, a Luce Seminar, and the thesis courses, Religion 77 and D78, plus four additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11s. Introduction to the Study of Religion. The course attempts to gain insight into the phenomenon of religious experience through an analysis of the structure and dynamics of religious activity. The study will begin by examining a variety of interpretations of religious experience drawn from anthropological, sociological, psychoanalytic, theological, and other modes of inquiry, and then will evaluate the insights gained from these interpretations in terms of accounts of religious experience in contemplative, scriptural, and theological literature and the expressions of religious life in rituals and institutions of two contemporary religions of Eastern and Western cultures.

Second semester. Professors Niditch, Pemberton (Course Chair), Thurman, and Wills.

12. Religious Traditions in Asia. Introduction to the major religious traditions of ancient India and China with attention to their interrelationships with the popular religious "subcultures" of the areas. Readings will proceed in the Vedas, Upanisads, Gita, Hinayana and Mahayana Sutras, Bhagavatapurana, and Saivite religious literature, and then on to Luenn Yu, Tao Teh Ching, Mencius, Chuang Tzu, Wei Mo Ching, Tientai, Hua Yan, and Chan scriptures. Tibetan and Japanese traditions will be considered in relationship to their respective "Mother Cultures."

Second semester. Professor Thurman.

16f. The Christian Religious Tradition. An examination of the development of Christian thought in Western culture from St. Augustine to Pascal. Special attention will be given to understanding the relationship of religious vision and self understanding to a particular historical moment and also to the problem of the religious life and social change. Readings will include St. Augustine's *Confessions*, selections from St. Thomas Aquinas' *Summa Theologica*, the poetry of Christian mystics and the rules of the monastics, Dante's *Divine Comedy*, selections from Catholic and Protestant reformers, and Pascal's *Pensees*.

First semester. Professor Pemberton.

21. Hebrew Scriptures. The rich and varied literary traditions of the Old Testament, studied against the background of ancient Near Eastern myth, ritual, and law. We will trace the ways in which the theological message of the Old Testament and its literary forms adapt to and parallel developments in Israel's history and social structure.
First semester. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.
Second semester. Professor Kraemer.

23s. Buddhist Scriptures. A literary, historical, and philosophical study of the fundamental Scriptures of the Buddhist traditions: Theravada, Mahasamghika, Mahayana, and Vajrayana. While primary attention will be given to the texts themselves in their Indian religious setting, the commentarial elucidations of such great philosophers as Nagarjuna, Asanga, Shantideva, Chih I, Fa Tsang, Shinran, Nichiren, and Tsong Khapa will be consulted where available in English. Readings will include the *Dhammapada*, the *Suttanipata*, the *Mahavastu*, and the *Buddhacarita;* the *Vimalakirti, Transcendent Wisdom, Garland, Lotus and Pure Land* Scriptures; and selections from the Guhyasamaja literature.
Second semester. Professor Thurman.

25. Religion and Art in Africa. An inquiry into traditional African religion and art with special consideration given to the ritual context of music, dance, masquerade, and shrine sculpture. The course of study will focus upon the religion and art of the Yoruba people of Nigeria. Attention will also be given to religious symbolization and canons of aesthetic excellence among the Dogon, Mende, Baule, Ashanti, Kalabari, Igbo, Benin, and Fang of West Africa, and the peoples of Zaire of Central Africa.
First semester. Professor Pemberton.

29. The Indo-Tibetan Buddhist Tradition. A study of the Mahayana religious and philosophical tradition as transmitted from India to Tibet and as preserved and developed in the "Land of Snows" during the millenium since its loss in India. Attention will be given to the achievements of the great teachers of India, such as Padmasambhava and Atisa; the history and atmosphere of the transmission from the great Indian Universities to the Tibetan kingdom, the accomplishments of the Tibetan translators and scholars, such as Bu Ston, Sa sKya Pandita, kLon Chen pa, Tson Khapa, 'Jam dbYans bZed pa, pa, etc., as well as to the Tibetan cultural ethos of nomadism and shamanism that contributed to the popular traditions and religious expressions. Readings will proceed in the works of Stcherbatski, Obermiller, Snellgrove, Evans-Wentz, Govinda, Tucci, and Guenther, with the help of a number of recent dissertations and unpublished translation-manuscripts.
First semester. Omitted 1986-87. Professor Thurman.

30. The Poetry of Enlightenment. The course will examine those genres of spiritual poetry that are most closely connected with the experiences of enlightenment, either as methods of cultivation and communication or as spontaneous outpouring and celebration. Having sketched the background in Western and Eastern esotericism, we will explore conceptual frameworks for a "poetics of enlightenment" in Indian Tantric literature. We will then read the songs (*dohas*) of the Mahasiddhas, the cases (*koan*) of the Ch'an masters in the *Blue Cliff Record,* the *Hundred Thousand Songs of Milarepa,* Tsong Khapa's *Praise for Relativity,* Rolwaydorje's *Mother Identification,* concluding with the Japanese refinement known as *haiku.*

Second semester. Omitted 1986-87. Professor Thurman.

31. Buddhist Psychology. In its concern to refine ethical, contemplative and intellectual techniques for positive transformations of the mind, the Buddhist tradition developed and tested in practice sophisticated models of negative and positive emotions, perceptual and conceptual cognitions, normal and supernormal states of consciousness, personality structure and transpersonal potential. Recent researchers in western psychology, especially in humanistic and transpersonal movements, have begun the process of shifting and evaluating these Eastern "Interior Sciences." We will examine some of the main sources of Buddhist psychology in Indian and Tibetan texts ranging from the second to the nineteenth century, including works of Vasubandhu, Asanga, Dharmakirti, Chandrakirti, Tson Khapa, Jamyang Shaypa, and others. We will also consider some recent western attempts to fit eastern models of mind into modern theory and practice, relying on the works of Wilber, Walsh, Vaughan, and others.

Requisite: Religion 11 or 12 or Psychology 11, or consent of the instructor. First semester. Omitted 1986-87. Professor Thurman.

33. American Religious History I. A survey of the history of American religion from the colonial period to the Civil War. Emphasis will be placed on the theology and ethics of the New England Puritans (including Jonathan Edwards), the relations of Protestantism to the Revolution and the emergence in America of liberal democracy, the creation by the slaves of Afro-American Christianity and the development in the north of the independent black churches (particularly the A.M.E. church), and the role of religious figures in the antebellum critique and defense of slavery and industrialism. Attention will also be given to the formation of American Catholicism and American Judaism.

First semester. Professor Wills.

34. American Religious History II. A survey of the history of American religion from the Civil War to the present. Emphasis will be placed on the emergence and development (particularly within Protestantism) of a theology responsive to modern developments in natural science, social science and historical scholarship; the steady erosion of white Protestantism's cultural hegemony and the growing importance of Catholicism, Judaism and black religion; the continuing tension within all American religious communities between traditionalism and liberalization; the role of religious figures in criticizing and defending racial segregation, capitalism, and America's expanding role in international affairs; and the importance of the 1960s as a period of change in American religious life.

Second semester. Professor Wills.

39s. Women in Judaism. A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal (*halakik*) and non-legal (*aggadic*) material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and nonfiction concerning the woman in modern Judaism. Employing an interdisciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

Second semester. Professor Niditch.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century A.D.

Second semester. Professor Niditch.

41s. The Rabbinic Mind. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

Second semester. Omitted 1986-87. Professor Niditch.

45. Christianity to the Rise of Islam. Various moments in the history of Christianity will be examined: the conflict between society and Christians in the second century; the controversy over true gnosis; the Nestorian heresy concerning the nature of Christ; the battle with the pagan revival of the late fourth century; the phenomenon of stylite saints; and the rise and career of Muhammed. Readings will be drawn from the Apocrypha of the New Testament, Christian lives of saints and lives of Greek philosophers—all of which will be approached as reflections of social, historical and geographical changes.

First semester. Omitted 1986-87. Professor Doran.

48. Christian Thought in the Modern World. An examination of the writings of selected Catholic and Protestant theologians of the nineteenth and twentieth centuries in terms of two questions: What is the status of Christian belief in an age of science? What is the relationship of Christianity to non-Christian religions? The course will examine such issues as the relationship between religious commitment, theological doctrine, and scientific inquiry; and the authority of church and scripture in relationship to religious pluralism and the historical and cultural relativism of religion.

Second semester. Professor Pemberton.

49s. Christian Ethics. An examination of the theoretical structure of Christian ethics and its application to contemporary individual and social questions. Attention will be given to such theoretical issues as the relation between philosophical and theological ethics, the relation of principle and situation in moral decision-making, and the status of love as a moral norm, as well as to specific questions concerning modern warfare, political obligation, economic inequality and bioethics.

Second semester. Omitted 1986-87. Professor Wills.

62. Topics in Indian Philosophy. A critical examination of the contributions of major Indian philosophers to the solution or dissolution of philosophical problems which have intensely concerned philosophers of all times and traditions. Reflections will focus on the phenomenology of the Abhidharma, as related to Vaisesika realism, on the idealistic epistemology of the Vijnanavada, as related to the Nyaya rationalism, and on the technique of radical criticism of the Madhyamika, as related to subsequent developments in Vedanta thought. Special attention will be given to the problems of philosophical languages in order to overcome the obstacle to thought posed by the difficulties of translation. Readings will include Vasubandhu's *Abhidharmakosa*, the *Nyayasutra*, the *Vaisesikasutra*, the *Nyayabindu*, the *Madhyamikakarika*, with other critical works by modern Indian and European authors, such as Shastri, Murti, Stcherbatski, Matilal, Potter, etc.

Requisite: Religion 11 or 12, Philosophy 11, or consent of the instructor. Second semester. Omitted 1986-87. Professor Thurman.

77. Senior Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to Seniors with consent of the instructors. First semester. The Department.

D78. Senior Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to Seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

RELATED COURSES

Anthropological Approaches to the Study of Religion. See Anthropology 31s.

Not open to Freshmen. Second semester. Professor Babb.

Buddhist and Christian Ethics. See Luce Seminar 15.

First semester. Professors Thurman and Wills.

Fundamentalism and Human Rights. See Luce Seminar 16.

Second semester. Professors Little and Wills.

The Catholic Church in Latin American Politics. See Political Science 54.

Second semester. Omitted 1986-87.

The Reformation Era, 1500-1660. See History 22.

Second semester. Professor Hunt.

ROMANCE LANGUAGES

Professors Huet (Chair) and Maraniss; Associate Professors Benítez-Rojo†, Caplan and Sommer; Assistant Professors de la Carrera and Hewitt; Visiting Assistant Professor Espina; Visiting Lecturer Darmon; Associate in French Nawar; Associate in Spanish Otaño-Benítez.

The objective of the major, whether in French or in Spanish, is to achieve engagement with another culture directly through its language and principally by way of its literature. Literature, which joins imagination with observation, is here understood as the widest expression of a culture. A people, a milieu and a time are communicated by individual voices. To be sure, each voice is unique and transcends time and boundaries, but it shares its language and its culture. The distinction with our own culture and our individual selves merits serious linguistic training, study and reflection.

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†On leave first semester 1986-87.

Emphasis in courses is upon examination in some depth of significant authors or themes rather than on chronological survey. Our preference is for close reading of texts employing the critical tools developed in our time, but the text is not dislocated from the culture. Writers in French and in Spanish are exceptionally aware of their heritage, and an intelligent understanding of Romance Literatures calls for an acquaintance with the tradition and its evolution—hence, the requirement for all majors of a flexible distribution scheme among the centuries. Further, since the aim of the major is ultimately the understanding of a culture, a number of courses in French and in Spanish undertake to combine the study of texts with appropriate non-verbal representations. The Department will encourage the construction of a major in French or Hispanic Civilization for individual students, grouping courses in French or Hispanic Civilization for individual students, grouping courses in French or Spanish language and literature with courses from other disciplines at Amherst and in the Five-College area.

Whatever the track chosen, assurance and correctness in the use of a language form the ground for a successful completion of the major. Most of our courses are taught in the language. We assume a Junior year or a semester of foreign study to be the normal extension of study at Amherst for our majors. The comprehensive requirement must be satisfied by an active demonstration of linguistic competence, whether the option chosen by the major be a paper, an examination, or a formal oral presentation. In consultation with the major advisor and the department chairman, the major must set by the first week of the fall semester of the Senior year plans for satisfaction of the linguistic-competence requirement and the comprehension option. All aspects of the comprehensive evaluation must be completed no later than the seventh week of the second semester of the Senior year. Honors theses in French are written in the language. Majors who will be abroad during the Junior year must plan their comprehensive program, their foreign study, and the broad lines of their Honors project by the end of the Sophomore year. Majors in French or Hispanic Civilization must also be organized by the end of the Sophomore year.

The major in Romance Languages constitutes an effective preparation for graduate work but it is not conceived as strictly pre-professional training. It is rather an enlargement of the student's experience beyond the bounds of his or her national culture—humanistic training in a large sense. For our graduates the major in Romance Languages opens up fields of activity beyond national boundaries.

The French and Spanish departments within the Department of Romance Languages share a common philosophy. The application of that philosophy to their majors is detailed below.

French

Major Program. The Department of French aims at flexibility and response to the plans and interests of the French major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major in French (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. All courses offered by the Department above French 3 may count for the major. The one rule of selection is that two of the eight courses submitted for the major must be chosen from offerings in French literature before the nineteenth century.

The minimum level of competence in the language for a French major is that represented by superior work in French 7 or by passage of a proficiency examination set by the Department, normally by the end of the Sophomore year.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year. All majors will normally elect French 77 and a Special Topics course toward completion of the program.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Course programs for a joint major in French and Spanish or French and other languages are arranged by the student in consultation with the instructors in those languages.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Foreign Study. A program of study approved by the Department for a Junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language. Four Amherst French courses will be the minimum required for a major who has spent a Junior year abroad.

Graduating Seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

Placement in French language courses. See individual course descriptions for placement indicators.

Placement in French literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of French 5 or a course of equivalent level in secondary school French (Advanced Standing or a score of 600 in CEEB placement).

FRENCH LANGUAGE AND COMPOSITION

1. **Elementary French.** This course features a rapid exposition of French grammar with emphasis on the acquisition of active skills (speaking, writing and a systematic building up of vocabulary). Attention will be drawn to the overall structure of the language, to its linguistic particularities, as well as to the ways French society and institutions are reflected in the language. Three hours a week for explanation and demonstration, two hours a week in small sections plus laboratory drill for oral practice. Prepares for French 3.

For students without previous training in French. First semester. The Department and Assistants.

3. **Intermediate French.** This course involves intensive review of grammar and oral practice along with reading and analysis of literary texts. Three hours a week for explanation and demonstration. Two hours a week in small sections plus laboratory for drill in oral comprehension of the language.

For students with less than three years of secondary school French. First semester. The Department and Assistants.

3s. **Intermediate French.** Same description as French 3.

Second semester. The Department and Assistants.

5. **Language and Literature.** An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Reading will be drawn from significant short stories, plays and poetry from the modern period, by Arab and African as well as French writers. The survey of different literary genres serves also to contrast several views of French culture. Conversation classes with native French assistants are an essential part of this program. Successful completion of French 5 prepares students for literature and advanced courses. Conducted in French. Three hours a week in class and two hours of conversation with French assistants.

For students with three or four years of secondary school French. First semester. The Department and Assistants.

5s. **Language and Literature.** Same description as French 5.

Second semester. The Department and Assistants.

7. **Textual Analysis and Writing Skills.** The principles and practice of expository writing: development of correct and effective expression in

French. Intensive training in composition organized around a variety of modern texts (poetry, novels, essays from Baudelaire to Sartre). Highly recommended for future French majors.

Requisite: French 5 or equivalent. First semester. Professor Hewitt.

7s. Textual Analysis and Writing Skills. Same description as French 7.

Second semester. The Department.

8f. French Conversation: Contemporary France. To gain as much confidence as possible in idiomatic colloquial French we discuss—undogmatically—French social institutions and culture. In general we try to appreciate differences between French and American viewpoints. Taking off sometimes from a lively, informative textbook and sometimes from selected newspaper articles, our conversational exchanges will touch upon such topics as French education, French art and architecture, the position of women, the spectrum of political parties, minority groups, religion and the position of France and francophonic countries in the world.

Requisite: Satisfactory completion of French 5 or its equivalent. First semester. Professor de la Carrera.

8. French Conversation: Contemporary France. Same description as French 8f.

Second semester. The Department.

FRENCH LITERATURE AND CIVILIZATION

22. Humanism and the Renaissance. This course is an introduction to the most influential humanist works in the French Renaissance from Erasmus to Montaigne. We will study the interplay of humanism and medieval traditions in Rabelais' fiction, the influence of Petrarchism and Neoplatonism on humanism in Lyons (Maurice Scève, Louise Labé) and on the literary productions and theories of the "Pléiade" movement (Ronsard, Du Bellay, Belleau). On the margins of Renaissance and humanism, readings of Jean de Sponde and Agrippa d'Aubigné will serve as an introduction to Baroque consciousness. Conducted in French.

Second semester. Professor Darmon.

23. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This course will explore from a modern critical perspective the formation and transformation of various genres in seventeenth- and eighteenth-century literature. Readings will include texts by such writers as Madame de La Fayette, Molière, Racine, Corneille, La Bruyère, La Rochefoucauld, La Fontaine, Pascal, Descartes, Diderot, Voltaire, Marivaux, Prévost, Laclos, Beaumarchais, and Lesage. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1986-87.

24. La Scène du Roi: Theater in the Age of Louis XIV. The absolute monarchy of Louis XIV, the Sun King, displayed and imposed itself in various theatrical ways: from the plays of Molière and Racine, to opera, ballet, and fireworks, as well as in portraits of the King (paintings, engravings, currency), not to mention the elaborate theatricality of daily life at Versailles. This course will stress Classical tragedy and comedy in France, with special emphasis on the social and political context in which these genres were produced. Additional materials will be drawn from other writers of the period (such as Pascal, La Fontaine, La Bruyère, and Saint-Simon), from the sociology of court society (Norbert Elias), and from related critical essays. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Omitted 1986-87. Professor Caplan.

25. From Enlightenment to Revolution. An analysis of the major philosophic and artistic movements of the French eighteenth century. We shall discuss texts that represent a wide variety of disciplines, among them political science and philosophy. Readings will include Prévost's *Manon Lescaut*, Montesquieu's *Les Lettres persanes* and excerpts from *L'Esprit des lois*, Rousseau's *Discours sur l'origine de l'inégalité*, La Condamine's *Voyage sur l'Amazone*, Voltaire's *Lettres philosophiques* and *Zadig*, Diderot's *Le Rêve de d'Alembert* and excerpts from his *Salons*, as well as Beaumarchais' *Le Mariage de Figaro*. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor de la Carrera.

26f. Literature and Revolution: The Age of Romanticism. A study of the political and literary upheavals which took place in France between 1789 and 1848. Confronted with a Revolution, the creation and destruction of an Empire, an uneasy Restoration and the beginning of industrial society, writers echoed the social tumult with a Romantic literary revolution that did away with the Classical style. Readings (Chateaubriand, Lamartine, Musset, Hugo, Stendhal and Michelet) will illustrate the Romantic imagination in the theater, the novel, poetry, art and history. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor Huet.

27. The Nineteenth-Century French Novel. Readings will include novels by Chateaubriand, Stendhal, Hugo and Balzac, Flaubert, Maupassant and Zola. The course will focus on the literary, social and cultural changes reflected in the novels. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1986-87. Professor Huet.

28. Modern Poetry and Artistic Representation: From Baudelaire to Deguy. A study of major movements in poetry from the second half of the nineteenth century through the twentieth century, in conjunction with other artistic movements in France. While reading symbolist poetry (Baudelaire, Verlaine, Rimbaud, Mallarmé), we will take into consideration the impressionist and symbolist movements in painting. In our discussion of early twentieth-century poetry (Valéry, Claudel, Apollinaire) and surrealism (Eluard, Breton, Aragon, Desnos), we will explore the connections with fauvism, cubism, futurism. Finally our readings of more recent works (Michaux, Char, Ponge and Deguy) will lead us into a general discussion of the avant-garde and representation in art. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Professor Hewitt.

29. Tradition and Anti-Tradition in Twentieth-Century French Theater. A study of plays and theories that inform them. In addition to literary approaches to the plays, we will consider the relationship between text and performance (including its non-verbal sign systems—such as space sound, visual effects—which contribute to the production of meaning). Our discussion of theatrical performance will be facilitated by viewing films of some of the plays being considered. We will read works by such playwrights as Jarry, Cocteau, Claudel. Giraudoux, Anouilh, Sartre, Adamov, Tardieu, Ionesco, Genet, Beckett, Duras, Wittig. The theoretical works on theater will include selections from Artaud and Barthes. For their final project students may choose, instead of a final paper, to do a performance of scenes from one of the plays, followed by a discussion of their interpretative choices. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1986-87.

30f. Contemporary French Literature: Crises and Transformation. This course studies literary experimentation, both technical and ideological, in prose works of the twentieth century. Our discussions will consider how conceptions of narrative have changed in the twentieth century, and we will give special attention to the complex relationship between event and fiction. The topic for fall 1986 is: Camus and Sartre. Existentialism and *engagement* reconsidered in light of post-modern theories of literature. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor Hewitt.

SPECIAL COURSES

31. Literature and the Visual Arts: The Art Criticism of Diderot, Baudelaire, and Malraux. A study of art criticism written by three major literary figures, all of whom played a major role in the development of this genre. We shall read a series of texts (Diderot's *Salons*, Baudelaire's *Curiosités esthétiques*, Malraux's *Le Musée imaginaire*) and analyze paintings and sculptures by those artists who figure most prominently in them, such as Chardin, Greuze, Delacroix, Courbet, Van Gogh, Daumier, and Cézanne. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1986-87. Professor de la Carrera.

32. Literature and Film. In this course we shall study the relationship between narrative techniques in literature and film. Discussions will also focus on the political and social issues raised by the two genres. Specific topics will be announced each time the course is taught. Conducted in English.

Requisite: French 5 or equivalent. Second semester. Omitted 1986-87.

33. French Literature and Philosophy. A study of writings that defy the traditional boundaries between literature and philosophical discourse. We shall analyze philosophical texts that use fictional structures as a vehicle for exploring philosophical issues. The topic for fall 1986 is: Philosophy and Its Other—the interaction between anti-Cartesian philosophies and literary production in the Classical age. Authors to be read include Pascal, La Fontaine, Cyrano de Bergerac, Marivaux, Voltaire and Rousseau. Contemporary works by Foucault and Derrida will help us to articulate our analyses. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor Darmon.

34. Critical Theory. A study of theoretical questions in literary criticism, with emphasis on the French tradition. The topic for spring 1987 is: Theories of the Novel. This course has a dual goal: to examine several significant novels and to consider various approaches (Hegelian, Marxist, structuralist, neoformalist, etc.) to them. Examination of these novels and critical texts will enable us to raise questions about history and the novel and about the status of the novel itself in literary history and criticism. Readings will include Cervantes, Prévost, Flaubert, Dostoevsky and Gide, as well as critical texts by Lukács, Watt, Goldmann, Bakhtin, Jameson and Goux. Conducted in English.

Second semester. Professor Caplan.

35. Women in French Literature and Culture. The study of issues concerning women in France, with a particular focus announced each time the course in offered. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1986-87.

36. Literature in French Outside Europe. An introduction to the poetry, fiction and theater of French-speaking writers from West Africa, the Caribbean, North Africa or Canada. Each time the course is offered, special attention will be given to one or two of the geographical areas represented. In a given year we may explore, for example, the literature of West Africa and the Caribbean, focusing on the way racial, social and political questions are articulated in the post-colonial world. In another year, we will concentrate on the literary production of Québec, asking questions about how (or whether) its works differ in form and substance from those of authors in France.

Requisite: French 5 or equivalent. Second semester. Omitted 1986-87.

37. The Political History of French. The definition of any language entails specific political interests. Between the much-debated medieval origins of the French language and its uncertain future, we shall consider a number of politically significant moments, such as: its interactions with other languages and "dialects" from the Norman invasion of England until the end of the Hundred Years' War; Renaissance defenses of French against Italian influences; how, in the Classical Age, French came to be defined as an inherently clear and precise language; the efforts made since the Revolution to suppress languages other than French; recent struggles against the incursions of English (*franglais*). In the process, we shall think about what a language is, how its identity is established, and how it may be used to further or subvert specific interests of class, gender and race. Readings to be taken from such writers as: Du Bellay, Montaigne, Mademoiselle de Gournay, Michel de Certeau, Léopold Senghor. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1986-87. Professor Caplan.

SENIOR SEMINAR

41s. Senior Seminar. An in-depth study of a major author or literary problem from specific critical perspectives (i.e., Derrida, de Man and Rousseau; Sartre and Flaubert; Bahktine and Rabelais; Goldman, Barthes and Racine). The topic for spring 1987 is: The Eighteenth Century Reread by the Twentieth. In recent years, eighteenth-century texts have become the subject of much debate among philosophers, anthropologists and literary critics. We will study texts by Montesquieu, Rousseau, Diderot, and the reflections they have inspired among writers such as Lévi-Strauss and Derrida. We will also consider the reasons why the eighteenth century has become so important to modern thought. Conducted in French.

Open to Seniors (French majors or others). Second semester. Professor de la Carrera.

77, D78. Senior Honors. A single and a double course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department chairman is required. First and second semesters.

Spanish

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

A major in Spanish (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. Majors are expected to take Spanish 16 and 17 or their equivalents. All courses offered by the Department above Spanish 3 may count for the major. At the minimum each major should develop a reasonable familiarity with the Golden Age, Spanish America, and Modern Spain.

The minimum level of competence in the language for a Spanish major is that represented by superior work in Spanish 7 *or* by passage of a proficiency examination set by the Department, normally at the end of the Sophomore year. To develop further expressiveness and clarity in written Spanish, the major must choose (a) to take a literature course in which particular attention will be given to written work of the major; or (b) to meet regularly with a member of the Department to work on problems of expression and style.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Both *rite* and Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Spanish America. Plans for study abroad must be approved in advance by the Department.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in Spanish literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score above 600 in the CEEB reading and listening texts, or Advanced Standing).

1. Elementary Spanish I. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Five hours a week in class, plus regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 3s. First semester. Dr. Otaño-Benítez and Assistants.

1s. Elementary Spanish I. Same description as Spanish 1.
Second semester. The Department.

3. Elementary Spanish II. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours of week in class plus laboratory. Prepares for Spanish 5 and in some cases for more advanced language or literature courses.

For students with less than three years of secondary school Spanish who score below 500 in CEEB placement test. First semester. Professor Sommer and Assistants.

3s. Elementary Spanish II. A continuation of Spanish 1. Same description as Spanish 3.
Second semester. The Department and Assistants.

5. Language and Literature. An introduction to the critical reading of Spanish literary and non-literary texts; a review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour of laboratory and conversation.
First semester. Professor Espina and Assistants.

5s. Language and Literature. Same description as Spanish 5.
Second semester. The Department and Assistants.

6f. Spanish Conversation. This is a companion course to our language offerings 3, 5 and 7. It will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on contemporary issues, as articulated through various media sources (newspapers, television, radio, video), all dealing with the experiences of the Spanish speaking peoples of the United States, Latin America and Spain. The course will meet for three hours per week with the instructor and one hour in the language laboratory and/or with a teaching assistant.
First semester. Dr. Otaño-Benítez.

6. Spanish Conversation. Same description as Spanish 6.
Second semester. Dr. Otaño-Benítez.

7. Intermediate Spanish Composition. Rapid review of Spanish grammar, practice in set translation and free composition. Three hours of classroom work a week plus additional study in small sections with Spanish-speaking assistants and in the laboratory. Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). First semester. Professor Espina and Assistants.

7s. Intermediate Spanish Composition. Same description as Spanish 7.
Second semester. The Department and Assistants.

16. Introduction to Spanish Literature. A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). Second semester. Professor Maraniss.

17. Introduction to Spanish-American Literature. An examination of the major literary contributions of Latin America from *Popol Vuh* to the "boom." Among the writers to be discussed are el Inca Garcilaso, Sor Juana Inés de la Cruz, Hernández, Borges, García-Márquez. Students will be asked to place these authors in a context of world literature as well as in the historical and social milieux from which they spring. An emphasis will be placed on the short story.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score above 600 in CEEB placement). First semester. Professor Espina.

24f. Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

First semester. Omitted 1986-87. Professor Maraniss.

34. The Search for Identity: Latin American Thought. This course will trace the issues of cultural and political self-definition from the Colonial period in such writers as Inca Garcilaso de la Vega and Las Casas; through the enlightenment and the romantic period of independence with Bello, Caldas, Espejo, Sarmiento, Martí, Darío, Rodó; to the present with Henriquez Ureña, Reyes, Paz and others. Special attention will be given to the similarities and differences between North and South America in their analogous projects of self-consciously constructing specifically American culture and politics. We will also attempt to define the constitutive properties of literature defining the national cultures. Conducted in Spanish.

Requisite: Spanish 17 or the equivalent. Limited to twelve students. Second semester. Professor Benítez-Rojo.

37s. Readings in the Hispanic Novel. Readings and discussion about man's relation to himself and nature. Selected works from such authors as Delibes, Rivera, Vargas Llosa, Gallegos, Güiraldes, Arguedas, and García Márquez. Conducted in Spanish.

Second semester. Omitted 1986-87. Professor Benítez-Rojo.

38. Gender and Genre in Spanish America. Writing as men or women implies, among other things, writing to or against the other gender. This course will explore the implied dialogue or struggle through selected works of contemporary and compatriot men and women in Spanish-American literature. The readings will juxtapose, for example, Mexico's Sor Juana Inés de la Cruz's "Autobiography" with the Jesuit discourse she polemicized against and her confessor's censure. The tragedy of Cuban race relations under slavery is a central issue in our reading of Gertudis Gómez de Avellaneda's *Sab* and Cirilo Villaverde's *Cecilia Valdés; Aves sin nido* by Clorinda Matos de Turner and *Los rios profundos* by José María Arguedas will suggest how the representation of women compares with that of Peruvian Indians. From Venezuela, Teresa de la Parra's nostalgic *Memorias de Mamá Blanca* will be read along with Rómulo Gallegos' contemporary populist romance, *Dõna Bárbara*. Post-modern narratives of the Mexican revolution, such as Carlos Fuentes' *Le muerte de Artemio Cruz* and Elena Poniatowska's *Haste no berte Jesús mío* will help to develop an appreciation for gender difference in recent literary experimentation. Among the poets to be read are Gabriela Mistral, Pablo Neruda, Alfonsilna Storni, Vincente Huidobro, Nancy Morejón, Nicolas Guillén. Along with the primary texts, class assignments include critical and theoretical essays to promote our consideration of the general as well as the specific gender and genre issues raised in our reading. To be conducted in Spanish.

Second semester. Professor Sommer.

39. Foundational Fictions. In the process of nation-building through the nineteenth and twentieth centuries, a number of Latin American political, military and intellectual leaders wrote and/or called for novels that would promote unity through particular political and economic programs. This "highest form" of fictional narrative was to fill in the spotty and uncodified histories of emerging countries that felt the need for a legitimizing past. One feature of these books is that they are all fundamentally love stories, despite serious differences in historical context and in their authors' political persuasions. That is, political unity is represented as erotic conquest, and economic productivity often becomes reproductive love.

In addition to analyzing each novel's participation in the local contemporary debates about national consolidation, our readings will examine how the books promote a gendered politics and aesthetics and what the consequences may be. As fictions, however, the works will lend themselves to a variety of readings, including the possibility of reinterpreting the gendered terms of the (national) family romance and of the ostensible political goals in several class "historical romances" in Latin America: *Amalia* (Argentina), *Enriquillo* (Dominican Republic), *Martin Rivas* (Chile), *El guarani* (Brazil, in Spanish tarns.), *Sab* (Cuba), *La vorágine* (Columbia), *Doña Barbara* (Venezuela). We will also read Cooper's *The Last of the Mohicans* and some Whitman to indicate points of contact between South and North American romances. And finally, we will consider how the monological paternalist romance breaks down from the "Boom" on

through a reading of Antonio Benítez-Rojo's *El mar de las lentejas.* Readings in Spanish, discussions open.
First semester. Professor Sommer.

41s. The Boom: Spanish-American Literature of the Sixties and Seventies. Recent prose works by leading Spanish-American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. The course will be divided into two sections, one conducted in Spanish for those who can read Spanish, the other in English for those who cannot.
Second semester. Omitted 1986-87. Professor Sommer.

42. The Spanish Caribbean and Its Literature. The cultural history of the Spanish Caribbean, with a focus on Cuba, will be studied in a variety of texts (prose fiction, testimonies, journalism, poetry and conventional histories). The course will span the period from the Conquest to recent times. Among the issues to be addressed will be the significance of the Caribbean to the general cultural history of the Americas, and the relationship between "objective" writing and creative work. Conducted in Spanish.
Second semester. Professor Benítez-Rojo.

43. Cervantes. *Don Quijote de la Mancha* and some exemplary novels will be read, along with other Spanish works of the time, which were present at the novel's birth. Students will also be asked to deal with Cervantes in connection with other writers whom he may have influenced, e.g., Sterne, Dickens, Flaubert, or Mark Twain. The course will be divided into two sections, one for those who will read and discuss Cervantes in Spanish, and one for those who will do so in English. English section limited to twenty-five students.
First semester. Professor Maraniss.

45s. Modernista Prose and Poetry. Reading and discussion of works by such writers of *Literatura pura* (1890-1920) as Martí Casal, Gutierrez Nájera, Silva, Darío, Larreta, Díaz Rodríguez, Quiroga, and the young Neruda. Conducted in Spanish.
Requisite: Spanish 16 or 17. Second semester. Professor Espina.

77, D78. Senior Honors. A single and double course.
First and second semesters. The Department.

97, H97, 98, H98. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Spanish life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

RELATED COURSES

Women, Society and Culture: The Americas. See Colloquium 35.
First semester. Omitted 1986-87. Professors Sedgwick and Sommer.

Trade and Plunder in Latin America and the Carribean. See Colloquium 42.
Second semester. Omitted 1986-87. Professors Campbell and Benítez-Rojo.

Communities of Women, Communities of Men. See English 51s.
Second semester. Omitted 1986-87.

The Spanish Civil War: Art, Politics, and Violence. See European Studies 11.
First semester. Professor Maraniss.

Readings in the European Tradition II: The European Short Story—An Introduction to Comparative Literature. See European Studies 22.
Second semester. Professor Trahan.

Seminar on European Cultural History Since 1500. See History 36.
Not open to Freshmen. Enrollment limited to twenty students. Second semester. Professor Bezucha.

Caribbean History. See History 73.
First semester. Professor Campbell.

Topics on the Caribbean and Latin America. See History 74. The topic for spring 1987 will be: Revolution in Latin American and the Caribbean.
Second semester. Professor Campbell.

Introduction to Latin American Politics: Actors, Issues and Models. See Political Science 36f.
First semester. Professor Gillespie.

Latin America and the United States. See Political Science 51s.
Second semester. Omitted 1986-87. Professor Alves.

The Catholic Church in Latin American Politics. See Political Science 54.
Second semester. Omitted 1986-87. Professor Alves.

RUSSIAN

Professors Peterson and Rabinowitz (Chair), Associate Professor J. Taubman, Assistant Professors Sandler* and Slobin, Associates in Russian Johnson and Schweitzer.

Major Program. There are two possible options for the Russian major.

Russian Language and Literature. The major will consist of eight courses: Russian 11 and 12; Russian 21, 22, and 23; at least one of the literary seminars (24, 25, 27, 28, 37); and two other Russian courses approved by the Department, one of which may be a course in Russian history or politics. (Russian 1 through 4 will not count toward the major.)

It is recommended that the major take all or part of the survey of Russian history (History 37, 38); English 11 and/or 20; and at least two or three courses in one other national literature.

Russian Studies: The major requires seven courses: Russian 11 and 12; at least two courses in sequence among Russian 21, 22, 23; at least one course each in Russian history and Soviet politics; one other course which pertains to the study of Russia and its civilization, chosen in consultation with the student's advisor. (Russian 1 through 4 will not count toward the major.)

In addition to acquiring proficiency in Russian, Russian Studies majors will also be expected to choose a social science discipline (History, Political Science or Economics) as a methodological focus. They must take at least two courses in the chosen discipline, ordinarily including the introductory 11 course. (These two courses may not be counted toward the major; they are a prerequisite for majoring in Russian Studies.)

Comprehensive Examination. Senior Comprehensives in the Russian Department consist of two parts: (1) a three-hour translation exercise with extensive written commentary on the examination text's historical placement and its literary and/or cultural features; (2) an oral examination which tests the student's familiarity with, and grasp of, the major field of study. Information on recommended readings in Russian literature and the social science disciplines, as well as a more detailed description of the comprehensive exam, is available from the student's assigned Departmental advisor.

Honors Program. In addition to the requirements for the major program, the Honors candidate must take Russian 77-78 during his or her Senior year and must prepare a thesis on a topic approved by the Department.

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*On leave 1986-87.

Slavic Studies. A student at Amherst College may develop a program in Slavic Studies from courses offered here and at Mount Holyoke and Smith Colleges and the University of Massachusetts. Courses in the fields of anthropology, economics, government and political science, history, Polish, Russian, and sociology which may be included in a Slavic Studies program are listed in a booklet published by the Office of the Five College Coordinator, which is available from the Registrar.

Study Abroad. Any student who has studied Russian for two years or more and wishes to put to the test his or her ability to operate in the language may take advantage of the Interterm in Russia. This is organized by the Russian Department of Amherst in cooperation with other Russian Departments in the Valley, using the January break, to make possible travel to Russia at minimal cost. The participating students will be accompanied by a faculty member; the three weeks spent in Russia are usually divided between Leningrad and Moscow. While not a formal academic activity, the Interterm in Russia should be considered to fall logically between Russian 11 and Russian 12, and thus to be an aspect of Studies in Russian Language and Culture. Accordingly, participation may be limited to students who are either enrolled in Russian 11 or can show equivalent (or superior) proficiency in the language.

Students who are interested in spending more than three weeks in the Soviet Union are urged to consult with the Russian Department about the Summer and/or Semester Programs in Leningrad and at the Pushkin Institute in Moscow which are open to qualified American undergraduates.

1. First-Year Russian I. The fundamental structure of Russian demonstrates how a language strives to maintain itself as a functional, strongly coherent system. Stress is laid on a knowledge of the patterns and shapes of the language's building materials rather than on an endless memorization of forms. Pronunciation, oral practice, reading, writing. Some sessions conducted primarily in Russian. Five meetings per week plus weekly work in the language laboratory.

First semester. Professor Taubman and Associate in Russian Johnson.

2. First-Year Russian II. Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professor Peterson and Associate in Russian Johnson.

3. Second-Year Russian I. Intensive review and further study of grammar. Systematic vocabulary building, both active and passive. Reading of literary and non-literary texts and selected poetry. Development of aural comprehension and oral fluency. Brief writing assignments. Conducted increasingly in Russian. Four class meetings plus language laboratory work weekly.

Requisite: Russian 2 or equivalent. First semester. Professor Taubman and Associate in Russian Schweitzer.

4. Second-Year Russian II. Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. Professor Rabinowitz and Associate in Russian Schweitzer.

11. Third-Year Russian: Studies In Russian Language and Culture I. Reading and discussion of selected works of Russian prose and poetry, both classical and modern. Included among the readings will be historical, publicistic and journalistic writings as well as literary texts. Conducted mostly in Russian. (Systematic vocabulary building; selective grammar review; oral and written reports.) Four meetings per week.

Requisite: Russian 4 or equivalent. First semester. Professor Rabinowitz and Associate in Russian Schweitzer.

12. Third-Year Russian: Studies in Russian Language and Culture II. A survey of political and literary texts from the nineteenth and twentieth centuries. We will read works by Pushkin, Dostoevsky, Kharms, Akhmatova, Mandelstam, Baranskaya and Brodsky, as well as original documents from the era of the nineteenth century Decembrist uprising. Supplementing this intensive reading, there will be weekly translations or compositions, as well as exercises and practice in various stylistic levels of Russian speech and writing. Conducted entirely in Russian.

Second semester. Professor Slobin and Associate in Russian Schweitzer.

21. Survey of Russian Literature I. After a brief consideration of pre-modern Russian writing, this course will focus on the evolution of nineteenth-century narrative forms, from Pushkin to the earliest works of Dostoevsky and Tolstoy. Special emphasis will be given to the innovative and experimental novels and short stories created by Russian writers aware of their culture's struggle with European influences. Authors read range from the famous Russian "romantics" (Gogol, Lermontov, Dostoevsky) to the great Russian "realists" (Goncharov, Turgenev, Tolstoy), all of whom pay homage to the "classic" works of Pushkin. The literary texts studied will be placed in their wider social and cultural context, European as well as Russian. Readings in translation, with special assignments for those able to read in Russian.

First semester. Professor Peterson.

22. Survey of Russian Literature II. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigré literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evolution of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.

Second semester. Professor Rabinowitz.

23. Russian Literature Since the Revolution. Russian literature since 1917 in its cultural and political context. Connections will be made between the important artistic and literary currents of Russian avant-garde movements and post-revolutionary esthetics. The diversity and polemics of the 1920s will be examined in readings from Mayakovsky, Zamyatin, Babel, Bulgakov, the Serapion Brothers, the films of Eisenstein and Formalist literary theory. The course will further consider such issues as the position of the writer in the new society, the poet as witness and conscience (Mandelshtam, Akhmatova, Pasternak), the tenets of Socialist Realism, and the post-Stalinist thaw (Sinyavsky, Solzhenitsyn). Readings in translation with selected texts in the original for students of Russian. Two class sessions per week.
First semester. Professor Slobin.

24. Contemporary Soviet and Emigré Literature. The lifting of repressive cultural policies in the "thaw" of the late fifties and early sixties led to a gradual rehabilitation of suppressed writers, the emergence of new art and writing and of the dissident movement. Readings and discussion will focus on such issues as the recovery of past history through memoir literature (Nadezhda Mandelshtam) and the "youth prose" of Aksenov, Bitov and Voinovich. Readings will also include the women writers Baranskaia and Grekova, the poetry of Voznesensky, Evtushenko, Brodsky and Akhmadulina, and selected essays of Bakhtin and Lotman on literary theory. The course addresses the question of one or two Russian literatures, the consequences of the forced emigration of such prominent writers as Solzhenitsyn, Brodsky, Sinyavsky, Aksenov, and the subversion prose of Aleshkovsky and Limonov. The Western reception of emigré writers and their ongoing connection to the motherland will be considered. Two class meetings per week.
Second semester. Professor Slobin.

25s. Topics in Russian Literature: Women and Writing in Russia. A seminar designed to ask questions about how women have been defined by writing during the last two centuries in Russia. There will be discussions of heroines (in works ranging from Pushkin's *Evgenii Onegin* and Dostoevskii's *Idiot* to Nabokov's *Ada*) and of women writers (Tsvetaeva, Akhmatova, Kollontai and many others less well known in the West). This will not, however, be a survey of women "in" Russian literature. All three terms of the course title—women, writing and Russia—will be studied as ideological constructs; we will concern ourselves specifically with how each term shapes the others. This theoretical pursuit will be aided by some readings from contemporary feminist thinkers, e.g., Lorde, Kristeva, Cixous, particularly when we address questions of gender as a political category which crosses national boundaries and when we consider the power relations inherent in the acts of writing and reading. The readings through the semester will be arranged topically, to include units on the politics of revolution and of everyday life, marriage and the family, and sexual rebellion. All readings in English. Two eighty-minute meetings per week. Because the topic of the course changes, a student may elect Russian 25 more than once.

Second semester. Omitted 1986-87. Professor Sandler.

27. Dostoevsky and Russian Literature. While the focus of this course is Dostoevsky's artistic and philosophical evolution, his fiction is analyzed with constant reference to the Russian writers who had the greatest impact on it. Examples of Dostoevsky's early writing are studied alongside their Gogolian models (*Poor Folk* and "The Overcoat"; *The Double* and "The Nose"; "White Nights" and "Nevsky Avenue"). Dostoevsky's middle period is represented by *Notes From Underground*, which is read in conjunction with excerpts from Chernyshevsky's *What Is To Be Done?* Three major novels of Dostoevsky's mature period are discussed, the first two preceded by an investigation of important Russian influences on them: *Crime and Punishment* (and Lermontov's *A Hero of Our Time*); and *The Brothers Karamazov.* Topics of consideration include: Dostoevsky's creation of the novel-tragedy and the polyphonic novel, the treatment of alienation and the theme of the double, Dostoevsky's assessment of reason and utopian thought, the role of the city, the meaning of freedom and atonement. Conducted as a seminar. Two meetings per week.

Not open to Freshmen. First semester. Professor Rabinowitz.

28. Tolstoy. An intensive study of *War and Peace* and *Anna Karenina* framed by readings of his earlier short novels (*Cossacks, Family Happiness*) and of his post-conversion writings: ("Death of Ivan Ilich," "Master and Man," "The Kreutzer Sonata," "What is Art?," "A Confession"). Special attention will be paid to the treatment of women, sexuality, and marriage in Tolstoy's work, to his role in the development of the novel and his reception in the West, and to the evolution of his idiosyncratic theories of art and religion. Two class meetings per week.

Second semester. Professor Taubman.

33. Fourth-Year Russian: Advanced Studies in Russian Language and Culture I. The first part of the course will be devoted to a careful reading and analysis of Soviet satire of the 1920s, represented in the short prose works of Zamyatin, Zoshchenko, Bulgakov, and Ilf and Petrov. With some background reading of contemporary Formalist and Marxist criticism, we will consider why this particular genre dominated the early period of Bolshevik culture and why it surfaced again in the recent writing of Aksenov, Voinovich, and Sinyavsky. Particular attention will be paid to the subversive role of language in this genre.

First semester. Professor Slobin.

34. Fourth-Year Russian: Advanced Studies in Russian Language and Culture II. To be given at Mount Holyoke College as Russian 304.

Second semester. V. Schweitzer, Lecturer in Russian.

37s. Modern Russian Poetry. The nineteenth century was the age of the Russian novel; the twentieth has been the age of Russian poetry. This course will focus on six twentieth-century poets: Blok, Mandel'stam, Akhmatova, Tsvetaeva, Pasternak, and Brodsky, paying particular attention to the ways in which their work interacts with Russian history, with their audience, their tradition, and the work of their contemporaries. We will read memoirs, such as Nadezhda Mandel'stam's *Hope Against Hope* and *Hope Abandoned,* or Lidia Chukovskaya's *Notes on Anna Akhmatova,* for insight into modern Russian culture and history. Course conducted in English; poetry will be read in the original (bilingual texts available). Two meetings per week.

Requisite: a reading knowledge of Russian (ordinarily Russian 3 or its equivalent) or consent of the instructor. Second semester. Omitted 1986-87. Professor Taubman.

77, 78. Senior Honors. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

THEATER AND DANCE

Professors Birtwistle (Chair) and Boughton, Assistant Professors Anderson, Dougan and Kedelsky‡.

Theater Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the art of theater. This includes students who wish to act or work backstage on a play as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, and students who ultimately decide to major in theater.

The basic structure of the theater curriculum and the organizational pattern of the department's production activities are designed to emphasize the collaborative and interdependent nature of the theatrical art. Theater faculty, staff and major students form the nucleus of the production team and are jointly responsible for the presentation of stimulating and entertaining theatrical events. To this end, all majors receive specific production assignments each semester and students in Basic Courses and in

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‡On leave second semester 1986-87.

Courses in the Arts of Theater also participate, through laboratory experiences, in the creation and performance of departmental productions.

Major. Because courses in theater are best taken in a prescribed sequence, students preparing to major in theater are advised to complete Theater 13, 14, and 15 as well as one course in the Arts of Theater by the end of the Sophomore year. Students interested in the possibility of majoring in theater should consult with the Chair as soon as possible.

Minimum Requirements. Since the most meaningful teaching of theater occurs in the context of production, the theater major will be expected to participate regularly in the Amherst College Theater production program, demonstrating in his or her comprehensive evaluation the ability to work effectively as a collaborative theater artist. To this end, the major will complete the three basic courses (13, 14 and 15), two courses in the Arts of Theater, the Junior and Senior Seminars (H91, H92, H93, and H94), and one additional seminar in Dramatic Literature or Theory. In addition, the major will complete English 34 or 35, Music 15, Fine Arts 11 or 12, and one Dance Technique course, or approved equivalents.

Comprehensive Evaluation. The comprehensive evaluation is a continuous review by the theater faculty of the theater major's competency in four areas. By the end of the seventh semester, the theater major will have demonstrated the ability to (1) analyze a dramatic text in detail, from the perspective of theater practice, (2) manage a complex theatrical activity, (3) create a theatrical product of high quality and (4) relate the history and literature of theater to contemporary theater practice.

Honors Program. Honors candidates will elect Theater 77-78 in place of H93-H94 and will be expected to reveal work of a superior quality in all portions of the comprehensive evaluation, with an emphasis on creating the theatrical product or relating historical and contemporary theater practice.

BASIC COURSES

13. Performance. An introduction to acting and directing based on the assumption that these two distinct aspects of theater have in common the close reading and analysis of the play text. Course centers on workshop performance of scenes from plays and of various directed and improvisational exercises. Primary attention to the development of honesty, directness and imaginative detail in the creation of characters. Lab work in rehearsal and performance. Three two-hour class meetings and a two-hour production workshop per week.

Not open to students who have already completed Theater 12. First semester. Professor Birtwistle.

13s. Performance. Same description as Theater 13.
Second semester. Professor Boughton.

14. The Physical Stage. A history of scenic conventions from ancient and primal theater to contemporary practice, combined with an introduction to the visualizing of the theatrical environment. Lab work in the theater crafts. Three class hours and a two-hour production workshop per week.

Second semester. Professor Dougan.

15. Dramaturgy. An introduction to dramatic literature with particular attention to developing skills in textual analysis, contextual research, and the application of these skills in theatrical practice. Organization of the material will be historical, so that students will read plays from all the major periods of dramatic activity.

Not open to students who have already completed Theater 11. First semester. Professor Boughton.

COURSES IN THE ARTS OF THEATER

17. Playwriting. A workshop in writing for the stage. Initial exercises explore the ways in which one can tell a story in dramatic terms. Particular attention is paid to non-verbal elements; a play is a visual thing existing in time and space, and good playwriting requires an appreciation of the power of imagery and gesture. Weekly assignments address problems of character-drawing, development of ideas, and diction. The final project is a completed one-act play. (An intention of the course is that superior work will receive a modest campus production.)

Limited to fifteen students. First semester. Professor Anderson.

31s. The Craft of Acting. Voice, movement, improvisation and sensitivity skills, the basic tools for the actor. Emphasis on the performance of improvisational and group developed materials. Two two-hour class meetings and a two-hour production workshop per week.

Requisite: Theater 13 or consent of the instructor. Not open to students who have already completed Theater 20. Second semester. Professor Birtwistle.

33. Acting Studio. Intensive scene study, together with readings in acting theory. May be repeated for credit. Two two-hour class meetings and a two-hour production workshop per week.

Requisite: Theater 31 or consent of the instructor. Recommended: Theater 15. First semester. Professor Boughton.

33s. Acting Studio. Same description as Theater 33.

Second semester. Omitted 1986-87.

41s. Scenography. The materials, techniques and concepts which underlie the design and creation of the theatrical environment. Focus on the unifying forces provided by the scenographer as master designer, and on the collaborative nature of the work.

Requisite: Theater 14 or consent of the instructor. Recommended: Theater 15. Lab work in stagecraft. Second semester. Professor Dougan.

42. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater 14 or consent of the instructor. Recommended: Theater 15. Lab work in lighting technology. Not open to students who have already completed Theater 46f. Second semester. Omitted 1986-87. The Department.

43. Costume History and Design. An introduction to the research methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.

Requisite: Theater 14 or consent of the instructor. Recommended: Theater 15. Lab work in costume construction. First semester. Professor Dougan.

44f. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater 41, 42 or 43. Consent of the instructor must be obtained during the pre-registration period. First semester. Professor Dougan.

44. Design Studio. Same description as Theater 44f.

Second semester. Professor Dougan.

45s. Stage Directing. Practice of the artistic, technical and interpretative skills required of the director through scene work and prepared production statements. Emphasis on coaching actors. Presentation of four scenes with actors enrolled in Theater 31s.

Requisite: Theater 13. Recommended: Theater 14 or 15. Lab work as Stage Manager or Assistant Director. Not open to students who have already completed Theater 48f. Second semester. Professor Birtwistle.

46f. Directing Studio. An advanced course in Directing with primary focus on the director as leader of the production team and effective collaborator with other theater artists. The Directing student will select, cast, rehearse and lead the development of the production concept, normally for two plays to be presented as part of the Department's production season. The Directors will work with Design Studio students in the development and realization of the visual aspects of the production. After each production, the student will submit a complete production book and respond to evaluation by the department faculty.

Requisite: Theater 45. Consent of the Chairperson must be obtained during the pre-registration period. First semester. The Department.

46. Directing Studio. Same description as Theater 46f.
Second semester. The Department.

47. Shakespeare in Production. A study of the production history of three or four major Shakespearean plays. Focus on the creation of plans and concepts for contemporary productions in a variety of theatrical spaces and conditions.

Requisite: One of Theater 33, 41, 45, English 34 or 35. First semester. Omitted 1986-87. Professor Boughton.

SEMINARS

77, 78. Senior Honors. For Honors candidates in Theater and Dance.
Open to Seniors. First and second semesters. The Department.

84. Modern Drama: Ibsen to Pinter. A study of plays and playwrights that have shaped modern drama. These authors—Ibsen and Chekhov, O'Neill, Williams, Miller and Pinter among them—are important not only for their radical redefinitions of dramatic structure and purpose. They have also given us a canon of plays which will *work*, which still eloquently address the complex problems of the human condition. A major emphasis of this course will be the attempt to distill those aspects of each work—be they dramaturgical, thematic or literary—which continue to captivate the contemporary audience.

Second semester. Professor Anderson.

86f. Topics in Theater. A series of courses designed for small groups of students centering on questions of theory and practice, on contemporary trends, and on the particular interests of departmental faculty and visiting artists. Requisites may occasionally be established by instructor of individual courses.

THE PERFORMANCE OF HISTORY. A study of plays based on historical events, including: first, a consideration of the ways in which the dramatic form influences the audience's reception of the historical information; second, a view of the distortions of historical material, intentional or inadvertant, practiced by playwrights as a result of their own political biases. In addition, students in the course will view or participate in the development and performance of a play about Shays' Rebellion, which will be presented as part of a research conference commemorating its 200th anniversary, sponsored by Historic Deerfield, Inc., and taking place at Amherst and Deerfield in November. An interest in acting is not a requisite for this course. Although the opportunity to perform in the play will be available to members of the class, the cast is not likely to be drawn entirely from it. Prior course work in History is suggested. Two class meetings per week and additional hours to be arranged.

First semester. Omitted 1986-87. Professor Birtwistle.

86. Topics in Theater. Same description as Theater 86f. Two topics will be offered in the second semester 1986-87.

1. AMERICAN THEATER AND DRAMA. Among the playwrights whose works will be studied are Clyde Fitch, Eugene O'Neill, Clifford Odets, Thornton Wilder, Lillian Hellman, Tennessee Williams, Arthur Miller, Edward Albee, Lorraine Hansberry, Sam Shepard and David Mamet.

Second semester. Professor Boughton.

2. SHAW. Armed with eloquence, wit, and passion, George Bernard Shaw forged a vibrant theater of ideas. With theatrical verve he attacked everything from war to prostitution to slum landlordism, challenging accepted practices and championing clear-headed reform. This course will cover a wide range of Shavian work, including the prefaces, articles, and music criticism. An attempt will be made to find a way of approaching Shaw in performance, experiments which may result in a workshop production.

Second semester. Professor Anderson.

H91, H92. Junior Seminar. A year-long seminar required of Junior majors, this course has two distinct but complimentary aspects. First, it is an investigation of the collaborative nature of theater production in a wide variety of non-collegiate contexts; in this aspect it is taught by the case study method. Second, by completion and evaluation of selected assignments in the Amherst College theater production program, students experience this collaboration at increasingly meaningful levels and see the inseparability of idea and execution. Both aspects pay special attention to the development of problem solving skills and appropriate professional relationships.

Requisite: Junior standing, theater major. Others by departmental permission. First and second semesters. Professor Birtwistle.

H93, H94. Senior Seminar. A year-long seminar required of Senior majors, which brings them together with theater faculty and staff into a working production team, responsible for all aspects of the Amherst College theater season. Typically, each student will assume one major responsibility and a second less demanding one. The group will gather in weekly production meetings to evaluate the work being done and plan the work remaining. Successful completion of this two-semester seminar will represent the department's positive evaluation of the student's comprehension in the major field. Students not performing up to departmental standards during the course of the seminar (and therefore in danger of failing the comprehensive evaluation) will be so advised and counseled as to how they may make up their deficiency.

Requisite: Senior standing, theater major. Others by Departmental permission. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

Dance Program. The Dance Program at Amherst College functions under the auspices of the Five College Dance Department, comprised of faculty and programs from Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts, working together as one department. The Five College Dance Department supports a wide variety of philosophical and aesthetic approaches to dance and presents opportunities for students to experience numerous performance styles and techniques. Amherst students can take courses, taught by resident and visiting faculty, on their home campus and may travel to other campuses for additional study. The Department also offers many performance opportunities and master classes for students, and sponsors a number of performance events by guest artists and dance companies. These events take place at both Amherst and the other four campuses. Course offerings are coordinated among the compuses and arranged around the Five College bus schedules to make registration, interchange, and student travel most effective. A full list of offerings in dance and meeting times, including those not listed in this catalog, is available from the Theater and Dance Office at Amherst College, as well as from the Five College Dance Department Office at Mount Holyoke College. Amherst College course numbers must be used to register for courses shown below.

The Five College Dance Department Faculty. Associate Professors Jones, Patton, Waltner, Watkins, and Wiley (Chair); Assistant Professors Arslanian, Coleman, Kedelsky, Lowell, Nordstrom and Scheer; Five College Assistant Professor Schwartz; Artist in Residence deLappe; Visiting Artist in Residence Freedman.

STUDIO TECHNIQUE

For technique classes omitted at Amherst College consult the Department of Theater and Dance for course times and locations on other Five College campuses. Participation in technique classes beyond Level I must be in sequence, by audition or by consent of the instructor.

Modern Dance. Introductory through advanced study of modern dance techniques: body alignment, coordination, strength and flexibility, and basic movement vocabularies. More advanced levels include extending movement, expressivity, performance style, personal technique clarity, and musical phrasing. Performance attendance is required by individual instructor. Five levels are taught in this progressive study of modern dance forms.

H13. Modern Dance I. First semester. Instructor Ressl. Also to be offered at Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts.

H13s. Modern Dance I. Locations to be announced. Second semester.

H14f. Modern Dance II. First semester. To be offered at Hampshire College, Smith College and the University of Massachusetts.

H14. Modern Dance II. Second semester. Locations to be announced.

H15. Modern Dance III. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

H15s. Modern Dance III. Second semester. Locations to be announced.

H16f. Modern Dance IV. First semester. To be offered at Hampshire College.

H16. Modern Dance IV. Second semester. Locations to be announced.

H17. Modern Dance V. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

H17s. Modern Dance V. Second semester. Locations to be announced.

Ballet. Introductory through advanced study of balletic forms: Correct body placement, positions of the feet, head and arms, and an introduction to basic vocabulary. Emphasis is placed on extending combinations in center floor, musicality, performance style, balance and endurance. Pointe work to be included at instructor's discretion. Performance attendance required by individual instructor. Six levels (I-VI) are offered in this progressive study of balletic forms.

H20f. Ballet I. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

H20. Ballet I. Second semester. Locations to be announced.

H21. Ballet II. First semester. To be offered at the University of Massachusetts. Omitted 1986-87.

H21s. Ballet II. Second semester. Locations to be announced.

H22f. Ballet III. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

H22. Ballet III. Second semester. Locations to be announced.

H23. Ballet IV. First semester. Omitted 1986-87.

H23s. Ballet IV. Second semester. Locations to be announced.

H24f. Ballet V. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

H24. Ballet V. Second semester. Location to be announced.

H25. Ballet VI. First semester. Omitted 1986-87.

H25s. Ballet VI. Second semester. Locations to be announced.

Jazz Dance. Introductory through advanced jazz dance technique, including study of polyrhythms, body isolations, movement analysis, syncopation. Emphasis is placed on extending musicality, complexity of movement combinations and phrasing, and the evolution of performance style. Performance attendance as required by individual instructor. Five levels (I-V) of this course are offered in this progressive study of jazz dance technique.

H30f. Jazz Dance I. First semester. To be offered at the University of Massachusetts.

H30. Jazz Dance I. Second semester. Locations to be announced.

H31. Jazz Dance II. First semester. To be offered at the University of Massachusetts. Omitted 1986-87.

H31s. Jazz Dance II. Second semester. Locations to be announced.

H32f. Jazz Dance III. First semester. To be offered at Mount Holyoke College and Smith College.

H32. Jazz Dance III. Second semester. Locations to be announced.

H33. Jazz Dance IV. First semester. Omitted 1986-87.

H33s. Jazz Dance IV. Second semester. Locations to be announced.

H34f. Jazz Dance V. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

H34. Jazz Dance V. Second semester. Locations to be announced.

THEORY

For theory courses omitted at Amherst College consult the Department of Theater and Dance for course times and locations on the other Five College campuses.

41s. Scientific Foundations of Dance. An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. To encourage the development of the student's personal working process and approaches to movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc.

Requisite: One course in dance technique. Limited to twenty students. Second semester. Omitted 1986-87.

51. Elementary Composition: Improvisation. Techniques of movement exploration to expand the range of movement responses to a variety of problems and scores. Students will work both individually and in groups and will examine movement as a form of communication and as an art form. Course work includes in-class exercises, critical reviews and a final project based on students' individual interests.

First semester. To be offered at Mount Holyoke College and Hampshire College.

51s. Elementary Composition: Improvisation. Same description as Dance 51.

Second semester. Professor Schwartz. Locations to be announced.

52f. Intermediate Dance Composition. Study of the principles and elements of choreography. Guided practice in the construction of movement phrases, followed by longer solo and small group studies. Exploration of basic skills for choreography. Studies assigned in the use of: time, space, energy, motion, character development, rhythm, costumes and props, comedy, space-in-the-building (environment), music. Final creative project and performance attendance required. Three class meetings per week.

First semester. To be offered at Smith College and the University of Massachusetts.

52. Intermediate Composition. Same description as Dance 52f.
Second semester. Locations to be announced.

53. Advanced Composition. Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. Three class meetings per week.
First semester. Omitted 1986-87.

53s. Advanced Composition. Same description as Dance 53.
Second semester. Location to be announced.

61. Analysis of Rhythm from a Dancer's Perspective. Survey of music repertory and exploration of music resources for dance. Musical notation of dance rhythm: learning how to follow a ballet or modern dance score; relationships of musical and dance forms. Two class meetings per week.
First semester. Omitted 1986-87.

71. Dance in the Twentieth Century. This course presents a special challenge to a student audience as it represents a merging of many influences in design, philosophy, aesthetics and creativity. The major elements of twentieth-century theatrical dance will be explored with a strong emphasis on enhancing the understanding of it by a viewing audience. Discussion will include historical background, dance training, choreography, performance, costuming, lighting and music among others. Class work consists of lecture, film video, guest performer lecture-demonstration, mid-term, final and student projects. Readings will be from a variety of sources on twentieth-century dance and related subjects. Three class hours per week.
First semester. To be offered at Mount Holyoke and the University of Massachusetts.

71s. Dance in the Twentieth Century. Same description as Dance 71.
Second semester. Locations to be announced.

72f. Non-Western Dance Traditions. This course explores the role of dance in non-Western cultures, discussing such topics as ritual, initiation, life cycles, masks and costumes, creation myths, and the relation of dance to other art forms. Course work consists of lectures, readings, films, video, mid-term and final performance projects and essays. Students will learn some simple music and dances from non-Western cultures. No previous performance training is necessary.
First semester. Professor Kedelsky.

73. History of Dance: Renaissance Through the Nineteenth Century. A study of social and theatrical dance forms and their cultural contexts from the Renaissance through the nineteenth century. Influential choreographers and dancers representative of the periods and their choreographies and/or performances will be discussed. Specific topics for discussion may include: the Renaissance courtier and dance, Louis XIV and his court, the Romantic ballerina, ballet in America in the nineteenth century, minstrelsy.

First semester. Omitted 1986-87.

73s. History of Dance: Renaissance Through the Nineteenth Century. Same description as Dance 73.

Second semester. Location to be announced.

81. Elementary Labanotation. Introduction to the basics of the Labanotation system and its historical development. Study of body part and direction symbols and organization of notation scores. Emphasis on learning to write and read steps, gestures, turns, and rotating floor patterns. Participants will determine proper notation elements to be used in analyzing selected movement patterns. Three class hours per week.

Requisite: One semester of dance technique. Enrollment limited to fifteen students. First semester. To be offered at Smith College.

82. Intermediate Labanotation. More advanced reading and writing of Labanotation scores. Emphasis will be on notating limb and torso action; rotation; revolution and weight shift. Practice in drafting and reconstructing notation scores using both space and body key signatures. Students will apply critical thinking in analyzing and notating selected patterns and in the interpretation of predetermined combinations.

Requisite: Elementary Labanotation. Enrollment limited to fifteen students. Second semester. Location to be announced.

84f. Laban Movement Analysis I. This course will allow students to begin to work with Effort/Shape analysis as a technique for describing, measuring and classifying human movement. We will examine how Effort/Shape analysis describes patterns of movement which are constant for an individual and which distinguish him from others, and we will explore how such analysis delineates a behavioral dimension related to neurophysiological and psychological processes. In addition to becoming familiar with basic Effort/Shape parameters of movement, effort and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own repertoire and understanding how their movement serves them. The course will attempt to bring together students from different disciplines. We will combine theoretical research and experiential work with the application of this knowledge in an area of relevance to the students participating. Examples of such areas are movement in education, non-verbal communication and movement therapy. Throughout the term, readings and observation projects will be assigned. Two two-hour meetings per week.

Enrollment limited to fifteen students. First semester. Location to be announced.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

WOMEN'S STUDIES

There are some courses in the Amherst curriculum that make a special point of discussing the lives and history of women in recognition of the fact that women are or should be among the subjects of study in various disciplines. These courses include (in 1986-87) for example: Gender and Representation, and Perceptions of Childhood in African and Caribbean Literature (English); Culture and Community: The Worlds of Emerson, Dickinson, and Thoreau; Women in African History; The History of Women in Comparative Perspective; and Topics in the History of Sex, Gender, and the Family (History); Images of Black Women (Black Studies); The Anthropological Study of Gender and the Problem of Universals, and Children: Reproducing the Future (Bruss Courses); Authority and Sexuality (Political Science); Sex Role Socialization (Psychology); Women in Judaism (Religion); The Family, Lesbian Existence and Social Place, Feminist Issues, and Feminist Theory (Sociology); Gender and Genre in Spanish America (Spanish).

There are, as well, a large number of courses at the other Valley institutions which focus on women. A Five College brochure, issued annually (with supplemental editions during the year), is available at the Registrar's Office and at the Five College Office.

A student at Amherst College may develop an interdepartmental major program in an area of women's studies from courses offered here and at the other institutions of the Five Colleges. A student who wishes to construct such a major should, after consultation with Faculty in the appropriate departments, submit a proposed program to the Committee on Special Programs.

FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

JOSEPH BRODSKY, Professor of Literature (at Mount Holyoke College under the Five College Program).

English 245s. Lyric Poetry. Study, based on close analysis of texts, of the works of Thomas Hardy, W.H. Auden, Robert Frost, Constantine Cavafy, R.M. Rilke, and others. Requirements will include two ten-page papers and memorization of approximately one thousand lines from the above authors' works.

Not open to Freshmen. Limited to thirty students. Second semester. Mount Holyoke College.

Comparative Literature 242b. Post-War Poetry of Eastern Europe. An examination of the contemporary poetry of Poland, Czechoslovakia, Hungary, and Yugoslavia.

Second semester. Omitted 1986-87.

Russian 297A. The First Half of This Century in Poetry. A survey seminar aiming to highlight major developments in American, British and European poetry by concentrating on textual analysis of selections from the works of the period's most seminal figures: E. A. Robinson, Robert Frost, T. S. Eliot, Ezra Pound, Thomas Hardy, A. E. Housman, Wilfred Owen, Edward Thomas, W. H. Auden, Guillaume Apollinaire, Max Jacob, Paul Eluard, Andre Breton, Rainer Maria Rilke, George Trackl, Frederico Garcia Lorca, Antonio Machado, Gabriele D'Annunzio, Eugenio Montale, Umberto Saba, Osip Mandelstam, Anna Akhmatova, Marina Tsetaeva, Boris Pasternak, Constantine Cavafy, Czeslaw Milosz, and Zbigniew Herbert. Two term papers and approximately 800 lines of memorization are required.

Second semester. University of Massachusetts.

MADELINE MEN-LI CHU, Assistant Professor of Chinese (at the University of Massachusetts under the Five College Program).

Chinese 120. Non-Intensive Elementary Chinese II. Lectures, drills, recitation, discussion, language lab. Mandarin Chinese, emphasis on the oral aspect. Romanization and simplified characters follow those currently used in Mainland China. Principled introduction to the next 200 basic simplified characters. Texts: *Speak Mandarin,* Fenn; *Chinese 300,* Peking Language Institute; *5000 Dictionary,* Fenn. Regular quizzes, midterm.

Requisite: Chinese 110. First semester. University of Massachusetts.

Chinese 110. Non-Intensive Elementary Chinese I. Lectures, drills, discussion, language lab. Introduction to Mandarin sounds, Romanization, basic syntax, 250 essential Chinese characters. Emphasizes conversational fluency. Content and structure same as Chinese 126 but at half the pace. Texts: *Speak Mandarin,* Fenn; *Chinese 300,* Peking Language Institute; *5000 Dictionary,* Fenn. Quiz every two weeks, midterm.

Second semester. University of Massachusetts.

Asian Languages and Literatures 7. Intermediate Chinese I. This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. By the end of the term the student will have a command of 700 characters. Four class hours plus two hours of work in the language laboratory per week.

Requisite: Asian Languages and Literatures 6 or equivalent. First semester. Amherst College.

Asian Languages and Literatures 8. Intermediate Chinese II. A continuation of Asian Languages and Literatures 7. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. By the end of the term the student will have a command of 1,000 Chinese characters. Four class hours plus two hours of work in the language laboratory per week.

Requisite: Asian Languages and Literatures 7 or equivalent. Second semester. Amherst College.

JAMES COLEMAN, Assistant Professor of Dance (at Mount Holyoke College under the Five College Program).

Dance 151f. Elementary Composition. Study of the principles and elements of choreography through improvisation. Guided practice in the construction of movement phrases and solo studies. Dance crew work required.

First semester. Mount Holyoke College.

Dance 317f. Modern V. Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.

First semester. Mount Holyoke College.

Dance 353s. Advanced Composition. Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the instructor. Required attendance at and critical analyses of selected performances.

Second semester. Omitted 1986-87.

Dance 377s. Philosophy of Dance. Graduate Seminar.

Second semester. Mount Holyoke College.

Dance 318s. Modern VI. Further refinement of dance technique and performance skills.

Second semester. Mount Holyoke College.

MAKI HIRANO HUBBARD, Instructor of Japanese (at Smith College under the Five College Program).

Asian Studies L122f. Intermediate Japanese. This course is designed for continued training in the basic grammar and syntactic structures of Japanese. Acquisition of oral skills and reading comprehension will be strongly emphasized. Memorization of typical situational dialogues and extensive practice of reading and writing Kanji are particularly important at this stage.

First semester. Mount Holyoke College.

Japanese 300a. Advanced Japanese. Acquisition of skills in (reading and aural) comprehension of varied materials and in expressing ideas in Japanese is the goal of this course. The focus in the fall semester is on intensive reading and oral discussion of different topics, as well as grammatical review and sophistication.

Requisite: Japanese 200 or equivalent. First semester. Smith College.

Asian Studies L123s. Intermediate Japanese. The second semester of this course represents the final acquisition stage of Japanese basic grammar, vocabulary and Kanji. Acquisition of aural/oral skills will continue to be emphasized as well as reading comprehension. New materials such as Japanese videos and popular songs may be introduced for comprehension practice (and fun).

Second semester. Mount Holyoke College.

Japanese 200b. Intermediate Japanese. Feedback and expansion of Japanese basic sentence patterns and the acquisition of aural/oral skills will be the main focus of this semester. Natural conversation tapes, stories, television videos and popular songs will be introduced for comprehension practice.

Requisite: Japanese 100 or equivalent. Second semester. Smith College.

Japanese 300b. Advanced Japanese. Continued review and acquisition of Japanese grammar, vocabulary and expressions through advanced reading materials, and the application of them in speech and writing. The development of communicative skills through audio-visual materials and translation skills through variety of reading materials will also be stressed.

Requisite: Japanese 200 or equivalent. Second semester. Smith College.

MOHAMMED MOSSA JIYAD, Assistant Professor of Arabic (at the University of Massachusetts under the Five College Program).

Asian Languages and Literatures 9. Elementary Arabic I. An introduction to Modern Standard Arabic. A combined audio-lingual and structural approach to the study of Arabic, presented in a culturally meaningful context. Intensive oral and written drills, language analysis with special emphasis on syntax, and training in rapid access to reading. Four class meetings per week, plus individual work in the language laboratory.

First semester. Omitted 1986-87. Amherst College.

Asian Languages and Literatures 10. Elementary Arabic II. A continuation of Asian Languages and Literatures 9.

Requisite: Asian Languages and Literatures 9 or equivalent. Second semester. Omitted 1986-87. Amherst College.

Asian 130f. Elementary Arabic I. Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: *Elementary Modern Standard Arabic I.* A computer program will be used to teach the Arabic script, and perhaps a program to teach vocabulary will be used later in the course. Some handouts of practical use will be distributed. Four class meetings per week, plus individual work in the language lab.

First semester. Mount Holyoke College.

Asian 131s. Elementary Arabic I. Continuation of Asian 130f.

Requisite: Asian 130f or consent of the instructor. Second semester. Mount Holyoke College.

Arabic 226. Elementary Arabic II. Lecture, class recitation, extensive use of language lab. Continuing study of Modern Standard Arabic reading, writing, and speaking. Daily written assignments, dictations, frequent quizzes, and exams. Text: *Elementary Modern Standard Arabic II.*

Requisite: Arabic 126, 146 or consent of the instructor. First semester. University of Massachusetts.

Arabic 246. Elementary Arabic II. Continuation of Arabic 226.

Requisite: Arabic 226 or consent of the instructor. Second semester. University of Massachusetts.

Arabic 326. Intermediate Arabic. Lecture, recitation, introduction to defective verbs. Reading, from Arabic newspapers, magazines, and original texts; writing and aural comprehension of taped materials and songs. Daily written assignments and frequent quizzes and exams.
Text: *Intermediate Modern Standard Arabic I, II, and III.*

Requisite: Arabic 126, 146, 226, 246, or consent of the instructor. First semester. University of Massachusetts.

Arabic 346. Intermediate Arabic. Continuation of Arabic 326.

Requisite: Arabic 326 or consent of the instructor. Second semester. University of Massachusetts.

Near Eastern 396. Independent Study in Arabic Language and Culture. By arrangement.

First semester. University of Massachusetts.

Near Eastern 397. Independent Study in Arabic Language and Culture. By arrangement.

Requisite: Near Eastern 396 or consent of the instructor. Second semester. University of Massachusetts.

MICHAEL T. KLARE, Associate Professor of Peace and World Security Studies (at Hampshire College under the Five College Program.)

Natural Science 174/Social Science 174. War, Revolution and Peace. War comes in many shapes and sizes. Current newspapers carry a constant stream of articles on terrorism and so-called "low intensity conflict" in the Middle East and Central America. Counter insurgency operations are in progress against indigenous liberation movements in Afghanistan and Namibia. High intensity conventional conflicts involving large numbers of troops and modern conventional weapons have been fought recently between Great Britain and Argentina, Israel and Syria, and Iran and Iraq. Finally, we all live every day with the threat of nuclear war, as the U.S.A. and U.S.S.R. devise ever more sophisticated "war-fighting" nuclear weapons and the complex strategies to employ them. Our purpose in this course will be to examine the interrelationships among these various levels of military conflict by means of selected case studies, illustrating both the theory and the historical reality of several kinds of warfare. This sets the stage for the final portion of the course in which we will ask what we mean by "peace" and analyze some proposals for how it might be achieved. Students will be expected to write one short paper early in the course and a longer paper based on independent research. This latter paper can serve as the basis for a Division I exam in Social Science. Two class meetings per week. Co-taught with Professors Allan Krass and Carol Bengelsdorf.

First semester. Hampshire College.

Politics 311f. Principles and Methods of Peace and Conflict Research. An introduction to the principles and methods of research on peace and conflict issues, stressing the acquisition of skills through directed student research projects. Intended to expose students to the basic documents and sources used in advanced study of United States and international peace and security issues. Will begin with selected readings on the international war/peace system, and proceed to close examination of basic research guides and sources *(e.g.,* Arkin's *Research Guide to Current Military and Strategic Affairs).* Students will prepare a major research paper during the course of the semester. One two-hour meeting per week.

Requisite: Eight credits in Politics including Politics 203, or consent of the instructor. First semester. Mount Holyoke College.

Natural Science 235/Social Science 235. Disarmament, Arms Control and Alternative Security. Efforts to eliminate or control military power are as old as war itself. For many years it was assumed that the total elimination of weapons (disarmament) was the appropriate goal. But, after World War II, a new approach evolved in which the goal was to prevent war by managing an ongoing military competition through negotiations (arms control). More recently, attention has begun to turn toward radical restructuring of the military forces of states to make them clearly defensive in character or based on concepts of non-violent resistance.

This course will examine these three approaches to peace from an historical and analytical point of view. We will examine the theoretical basis and record of success and failure of all three approaches and attempt to apply what we learn to outline a program for peace advocates that achieves a good balance between ultimate goals and politically realistic initial steps.

Class time will be devoted to lectures and discussions of the assigned readings. Each student will be expected to write an analytical paper exploring a specific example of one of the above approaches. Co-taught with Professor Allan Krass.

Second semester. Hampshire College.

Government 251b. War, Revolution and Intervention. An examination of the various roles played by military rivalry and conflict in North-South and intra-Third World relations. Topics to include: the spectrum of military conflict; the historical role of military power in North-South conflict; theories of revolution and counterinsurgency; revolution, intervention, and counterinsurgency in the recent period; U.S.-Soviet military competition in the Third World; intra-Third World conflict and competition; the emergence of Third World regional powers; the international arms trade and nuclear proliferation; terrorism and unconventional warfare.

Second semester. Smith College.

History 493. Military Power and U.S. Foreign Policy. Ways in which the perception, potential, and use of military power affected the making and implementation of U.S. foreign policy.

Second semester. Omitted 1986-87. University of Massachusetts.

W. ANTHONY K. LAKE, Professor in International Relations (at Mount Holyoke College under the Five College Program).

Political Science 30f. The Vietnam War. The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Three class hours per week.

Enrollment limited. First semester. Amherst College.

International Relations 300s. The Vietnam War. Same description as Political Science 30f.

Enrollment limited. Second semester. Mount Holyoke College.

Government 248a. The Vietnam War. Same description as Political Science 30f.

First semester. Omitted 1986-87. Smith College.

International Relations 312f. Third World Revolutions. An examination of the purposes, causes and results of revolutions in the Third World. After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social and economic consequences of the revolution in succeeding years. Four cases of current or incipient revolutions will then be examined: El Salvador, the Philippines, South Africa and Zaire.

Enrollment limited. First semester. Mount Holyoke College.

Social Science 299. Case Studies in American Foreign Policy. An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, the fall of the Shah of Iran and recent arms control negotiations. The bureaucratic and political pressures which framed the issues, as well as their broader substantive implications, are examined.

Enrollment limited. Second semester. Hampshire College.

International Relations 273. Case Studies in American Foreign Policy. Same description as Social Science 299.

Second semester. Omitted 1986-87. Mount Holyoke College.

Government 247b. Cases in American Foreign Policy. Same course description as Social Science 299.

Second semester. Omitted 1986-87. Smith College.

Political Science 255. Case Studies in American Foreign Policy. Same description as International Relations 299.

Second semester. Omitted 1986-87. University of Massachusetts.

Social Science 295. America and the Third World. An examination of alternative views of the Third World and possible American policy approaches toward it, covering such issues as human rights and containment; trade, debt and investment; energy; food; population growth; refugees; women and development; and foreign assistance strategies. Economic issues will be addressed from a policy rather than theoretical perspective, suitable for non-economists. Lectures and discussions.

First semester. Omitted 1986-87. Hampshire College.

LINDA S. LEWIS, Assistant Professor of Anthropology (at Amherst College under the Five College Program).

Anthropology 41. East Asian Legal Systems. An introduction to the laws and legal institutions of traditional and contemporary China, Japan and Korea. Beginning with aspects of traditional Chinese thought, the course examines patterns of change and elements of stability in East Asian legal culture, with an emphasis on the frameworks within which disputes are mediated and resolved. Some comparative analysis of the legal systems in Taiwan, the Peoples Republic of China, North and South Korea, and Japan.
First semester. Amherst College.

Anthropology 247a. East Asian Societies. An introduction to the societies of China, Japan and Korea from a comparative perspective. The course will examine patterns of stability and change within each society, as well as elements of unity and diversity in the region as a whole. Emphasis will be on contemporary East Asian social organization, particularly the changing role of kinship, the family, and local communities in modern life.
First semester. Smith College.

PAULETTE M. PECKOL, Assistant Professor of Coastal and Marine Sciences (at Smith College under the Five College Program).

Biological Sciences 244a. Marine Ecology. Patterns and processes of marine ecosystems, including nutrient cycles, life history characteristics, and human impact on the marine environment. The laboratory applies concepts discussed in lecture and includes field trips.
First semester. Omitted 1986-87. Smith College.

Natural Sciences 288. Geology and Ecology of the New England Coast. This course considers the surficial geology and intertidal/nearshore ecology of the New England coast from Cape Cod to Southern Maine. Ecological topics will include: (1) patterns and processes of intertidal communities, (2) food web relationships between salt marshes and coastal productivity, and (3) physiological adaptation to estuarine and oceanic conditions. Geological studies emphasize: (1) the glacial history of Cape Cod, (2) the effects of sea level rise and nearshore processes affecting bedrock, till and outwash deposits on the New England coast, (3) sedimentological and ecological factors governing the development of Barnstable (MA) salt marsh. Co-taught with J.B. Reid and C. D'Avanzo. Students' grades or evaluations will be based on contributions to class and field discussions in addition to several reports from student-initiated research conducted during field trips.
First semester. Hampshire College.

Biological Sciences 225s. Marine Biology. Patterns and processes of marine ecosystems, including nutrient cycles, life history characteristics, and human impact on the marine environment are discussed. This is a non-lab course; optional field trips apply concepts discussed in lecture. Requirements for this course include extensive reading outside of class in addition to a term paper.

Requisite: Biological Sciences D-100 or other introductory biology course. Second semester. Mount Holyoke College.

PEARL PRIMUS, Professor of Ethnic Studies (at Amherst College under the Five College Program).

Black Studies 27. The Peoples and Cultures of Africa. The anthropological study of the philosophy, culture-traits, and values of African peoples, such as Ashanti, Berber, Egyptian, Bambara, Vai, Fon, Ibo, Hausa, Pygmies, Watusi, Yoruba, Bakuba, Zulu, Zhosa, Dinka, and Masai. The course will make extensive use of visual materials such as masks, cloth, jewelry, and slide presentations.

First semester. Amherst College.

Afro-American Studies 260a. Introduction to the Dance Rituals of the Caribbean. A study of ritual, nation, work, and recreation dances of the Caribbean. Attention will be paid to African roots in the "New World." Students should have some dance experience.

First semester. Omitted 1986-87. Smith College.

Afro-American Studies 230a. African Ritual and Myth. The world views, rituals, myths, culture-traits, and values of African peoples, such as Berber, Egyptian, Bambara, Vai, Fon, Yoruba, Bakuba, Zulu, Xhosa, Dinka, and Masai.

Enrollment limited to forty. First semester. Smith College.

Black Studies 24. Legacy: African Culture in the New World. This course will use a socio-anthropological approach to the journey of African-Americans from the great kingdoms and villages of Africa into the fields, streets and cities of the United States and the Caribbean. A historical survey (1600-1986) will analyze the role of dance, music, and song in Africa's New World diaspora. Its focus will be on the changing presentation of African-based elements in music, theater, and dance.

Second semester. Amherst College.

Afro-Am 254. Introduction to African Studies. Introduction to Africa from an interdisciplinary perspective. Historical approach; chronological sequence from pre-history to contemporary times. Political development and processes, the arts, ethnography, social structures, economies. To be taught with Professor Josephus V. Richards.

Second semester. University of Massachusetts.

J. MICHAEL RHODES, Professor of Analytical Geochemistry (at the University of Massachusetts under the Five College Program).

Geology 590B. Analytical Geochemistry. A review of modern analytical techniques that are widely used for the analysis of major and trace elements in geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these analytical techniques, the sources of error associated with each, and the role that they play in analytical geochemistry.

Requisite: Petrology or Introductory Geochemistry recommended. First semester. Omitted 1986-87. University of Massachusetts.

Geology 591M. Geochemistry of Magmatic Processes. Geochemical, aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundances and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis.

Requisite: Petrology and/or Introductory Geochemistry. First semester. University of Massachusetts.

Geology 512. X-Ray Fluorescence Analysis. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Recommended requisite: Analytical Geochemistry. Second semester. University of Massachusetts.

Geology 591V. Volcanology. A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism will be covered through an overview of the volcano-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective.

Recommended requisite: Petrology. Second semester. University of Massachusetts (location of class may be changed depending on enrollment).

PEGGY SCHWARTZ, Visiting Assistant Professor of Dance (at Hampshire College under the Five College Program).

Dance 252. Intermediate Composition. Study of the styles of innovators in modern dance as a way of learning various approaches to choreography. The work of Isadora Duncan, Martha Graham, Merce Cunningham and post-modern choreographers will be viewed as paradigms in developing movement themes, choosing music and shaping dances. By exploring a range of styles students will be able to expand their own style of dance-making and understand the relationship between what they create and the historical development of modern dance forms. Course work will include readings, lectures, films, improvisations, assigned dance studies and a final project.

Requisite: Elementary Composition or consent of the instructor. First semester. Omitted 1986-87. University of Massachusetts.

Humanities and Arts 151. Elementary Composition. Dance improvisation and movement exploration experiences aim to free the beginning composition student to discover for himself or herself underlying principles of successful dance composition. Space, time, force, shape and motion are studied as basic elements of choreography. Students are guided toward developing awareness and appreciation of their personal movement style and helped to increase their range of movement choices. Group dance improvisation will be part of the focus of this course.

First semester. Hampshire College.

Dance 293. History and Philosophy of Dance and Movement Education at the Elementary and Secondary Levels. In this course we will explore theories and philosophies of dance as an educational activity and examine the history of dance in education. We will also observe dance and movement programs in a variety of school settings, public and private, rural and urban, elementary and secondary. This course is designed to provide students with an opportunity to explore their interest and aptitude in dance education as a profession and to begin formulating a teaching philosophy of their own.

First semester. University of Massachusetts.

Humanities and Arts 113. Modern Dance I. Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination and kinesthetic awareness and a better understanding of possibilities and potential for expression and communication through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included. Class will meet twice weekly for one and one-half hours.

Enrollment limited to twenty on a first-come basis. Second semester. Hampshire College.

Humanities and Arts 153. Dance as an Art Form. An intensive introduction to the ways a dancer creates and perceives dance. Hampshire students interested in doing their Division I in dance are encouraged to take this course in addition to a modern dance technique class. It is also open to students with little dance background who are curious about dance and interested in exploring what the range of dance studies includes. Students will be asked to compose and rehearse dance compositions, attend and critique dance concerts, read assigned texts and maintain a discipline of body work and creative work. Classwork will include lectures, films, discussions, and movement sessions.

Second semester. Hampshire College.

Dance 395. Methods and Materials of Teaching Dance. Through readings, lectures, discussions and practice, this course will provide students with the opportunity to develop curricula in dance teaching. The course will include at least a ten-week pre-practicum teaching experience in an area school. Course work will focus on the teaching of creative movement at the elementary level or modern dance technique and dance improvisation at the secondary or university level.

Requisite: History and Philosophy of Dance and Movement Education at the elementary and secondary levels. Second semester. University of Massachusetts.

STEVEN R. SMITH, Assistant Professor of Anthropology (at Amherst College under the Five College Program).

Anthropology 208s. Introduction to East Asian Societies. An introduction to the societies of China, Japan, and Korea from a comparative perspective. The course will examine patterns of stability and change within each society, as well as elements of unity and diversity in the region as a whole. Emphasis will be on contemporary East Asian social organization, particularly the changing role of kinship, the family, and local communities in modern life.

Second semester. Mount Holyoke College.

Anthropology 597E. East Asian Medical Systems. A survey of the medical concepts, practices, and problems of East Asia. After introducing traditional Asian medicine, the course will deal with the interaction of multiple medical systems and social institutions in Taiwan, the People's Republic of China, Japan, and Korea. Consideration will be given to such issues as shamanism and magical healing, culturally specific syndromes and therapies, alcoholism and drug dependency, and systems of health care delivery.

Second semester. University of Massachusetts.

DENNIS T. YASUTOMO, Assistant Professor of Government (at Smith College under the Five College Program).

Political Science 334. Government and Politics of Japan. An introduction to Japanese political institutions and policy-making processes. The course will concentrate on political parties and the electoral process, the cabinet and the Diet, the bureaucracy, interest groups, local politics and issues in foreign policy.

First semester. University of Massachusetts.

Government 226a. Government and Politics of Japan. The development and functioning of the Japanese political system. Particular attention will be given to the interaction between domestic and foreign policy.
First semester. Smith College.

Social Science 293. Japanese Foreign Policy. This course will explore the foundations of modern Japanese foreign policy—historical, socio-cultural, political, economic and strategic. Diplomatic patterns of behavior in the pre-World War II period will be the starting point, but the course will concentrate on postwar Japan. We will analyze the evolution of Japan as a great power. Japan's relations with the United States, Asian neighbors, and the Third World will be highlighted.
Second semester. Hampshire College.

Political Science 358. International Relations of Asia.
Second semester. Omitted 1986-87. University of Massachusetts.

Government 349b. Seminar in Comparative Government and International Relations: Foreign Policy of Japan. The socio-cultural, political and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role.
Admission with consent of the instructor. Second semester. Smith College.

Politics 268. Japanese Politics. An introductory survey of Japanese political institutions and processes. Emphasis will be placed on the nature and role of political parties, the Diet, the bureaucracy, and interest groups in Japan's post-war political development. The course will also focus on electoral politics, political culture, and decision-making processes for domestic and foreign policies.
Second semester. Omitted 1986-87. Mount Holyoke.

Social Science 247. World Politics in Asia. Analysis of the emergence of East and Southeast Asia in world affairs in the late nineteenth and twentieth centuries. Special attention will be given to the post-World War II period and to the diplomacy of China, Japan, Korea, ASEAN nations, and the Indochinese states. The role of external powers will be examined, but the focus will remain on Asian perspectives. The course will be especially concerned with identifying historical and current patterns of interstate conflict and cooperation in Asia, the clash between "Eastern" and "Western" cultures, and the possibility of a new regional community.
First semester. Omitted 1986-87. Hampshire College.

VI

LECTURESHIPS

HONORS

FELLOWSHIPS

PRIZES AND AWARDS

FELLOWS

ENROLLMENT

Lectureships

The Amherst Lectureship on Public Policy. This fund was established in 1982 by an anonymous gift. It is dedicated to the principal that an economically and politically free society is first and foremost dependent upon the free presentation and exchange of views on the formulation, implementation, conduct and assessment of public policy.

The Henry Ward Beecher Lectureship. This lectureship fund was founded by the late Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

The Clyde Fitch Fund. A fund was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is to be used for the furtherance of the study of English literature and dramatic art and literature. The whole or part of this income is usually devoted to the remuneration of an eminent lecturer, who may also take a part in the regular instruction of the College.

The Forry Fund in Philosophy and Science. This fund was established in 1983 by John I. Forry, Class of 1966, and Carol M. Forry. The income is to be used to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science. The fund is available to support guest lecturers, to facilitate the publication of scholarly works, to award prizes, to appoint academic fellows, to facilitate research and scholarly activities of faculty members, and to support other activities, including the development of new courses, which are likely to stimulate student and faculty interest and research in the designated areas of inquiry.

The Charles H. Houston Forum. This fund was established in 1980 by Gorham L. Cross, Jr., to honor Charles H. Houston. The income from this fund is to be used to bring lecturers on law and social justice to Amherst.

The Victor S. Johnson Lectureship Fund. This fund was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

The Corliss Lamont Lectureship for a Peaceful World. The income of this fund, which was established by Corliss Lamont, is to be used to support lecturers sought among philosophers, political scientists, economists, historians and others who may provide insight into the analytical or operational problems of lessening friction among nations.

The Max and Etta Lazarowitz Lectureship. Established in 1985 by Professor Emeritus Morris Lazerowitz of Smith College to honor his parents, the Max and Etta Lazerowitz Lectureship is a permanently endowed fund, the income to be used to provide for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College Faculty below the rank of full professor. An honorarium is awarded to present a lecture and to support scholarly work. Endowment income will also be used to publish volumes, each consisting of five Lazerowitz lectures.

The Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the college to bring distinguished foreign speakers to Amherst.

The Everett H. Pryde Fund. Established in 1986 by Phyllis W. Pryde in honor of her late husband, the Pryde Fund is a permanently endowed fund, the income to be used as follows: First, to bring to the College distinguished visiting scientists, particularly graduates of the College, to lecture or give seminars in selected topics in the field of chemical research; and second, to provide an award, to be known as the Everett H. Pryde Research Award, to be made annually to a Senior who has been an outstanding teaching assistant in chemistry and who shows great promise for carrying out research in science or medicine.

The George William and Kate Ellis Reynolds Lectureships. This fund, established by the late George W. Reynolds of the Class of 1877, provides an annual income which is divided into three equal parts to provide lectureships on Christ and Christianity, science, and American democracy.

The John Woodruff Simpson Lectureship. A fund was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is to be used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

The Willis D. Wood Fund. The income from this fund, established in memory of Willis D. Wood '94, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of Junior year, and further elections occur at the end of the first semester and at Commencement time of Senior year.

OFFICERS

President: Professor Rebecca H. Hague
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver

INITIATES 1986

Class of 1987

Sterling Claiborne Johnston
Laurent Paul Lellouch
Francis Rivers Lelong, Jr.
David Earle Macoy

Class of 1986

Lauren Abrams
Edward Alvin Adams
Christopher Edward Barber
Alessandra Victoria Bianchi
Gerrit Andrew Blauvelt
David Steven Bogartz
Stephen Michael Boorstein
John David Brinitzer
Roland Norman Chen
Valerie Alison Cliff
Mary Catherine Coleman
Shawn Jay Cooper
Philip Joseph Deutch
Samuel David Eisen
Andrew Merrill Epstein
Hilarey Ransom Feeser
Nelson Jesus Fernandez
Patricia Mary Fogarty
Pier Gabrielle Foreman
Carl Takeo Friedrichs
Elizabeth Lauren Grayer
Joshua Gundersheimer
Bruce Walter Hammond
Roger Winslow Hoit
Alexandra Jeanne Juhasz
Daniel Harris Jurayj
Steven Jay Katz
Anne Kirsten Lagomarcino
Jeffrey Devereaux Lancaster
Michael Rudolph Light

Andrew Stanley Marovitz
Jane Lowell Montgomery
Michael James Moulton
Hara Elizabeth Person
Barbara Pollack
Mark Jerome Pykett
Mark Alan Rosen
Sarah Ellis Sa'adah
Fumihiko Saitoh
R. Anders Schneiderman
Sameer Naren Shah
Michael Steven Simon
Marcia Vickery Simpson
Elizabeth Anne Stackpole
Steven Robert Straus
Theodore Won Jeh Sung
Gregory Hawkes Symmes
Jessica Pauline Waldoff

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 15 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. The exception to this application deadline is December 1 for the Amherst-Doshisha Fellowship. Unless otherwise noted, all awards are determined by the Faculty Committee on Student Fellowships.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan. An opportunity to work in a bicultural setting with Professor Otis Cary, Representative of the College at Doshisha, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. Travel expenses and a modest stipend are paid by the College. The recipient will be given the opportunity of assisting Prof. Cary in the activities of Amherst House and also in teaching English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. Preferably the fellowship year would be from September of one year to the following August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the Freshman and Sophomore level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Applicants should complete applications no later than December 1. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships. This fund provides fellowships to perpetuate the memory of those Amherst graduates who gave their lives for an ideal and is given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fellowship was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions." The donor's purpose was that the fellowship be used "for the study of the principles underlying these human relationships."

Appointments to these fellowships may be made from the Senior class or the graduates of Amherst College, the object being to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. Candidates should be of sound health. During previous training they should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

While preference is given to candidates planning to do advanced work in the field of the social sciences, applications will be accepted and awards made to candidates who are planning to go to theological school as a preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships to enable the holders, who shall be known as "Clarke Fellows," to pursue studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, originally established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University, England. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, but a Senior will be favored and preference will be given to students applying to Peterhouse, St. John's College, Trinity College, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field of the Class of 1880, to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher of the Class of 1941 is awarded to an Amherst graduate who intends to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

The Edward Hitchcock Fellowship. The income from a fund founded by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for the promotion of graduate study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established through the agency of the Alpha Delta Phi Fraternity, provides an annual award, under conditions determined by the Faculty, to a member of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year, at an institution approved by the Faculty, a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from a fund, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions:

1. The Fellow shall be elected by the Faculty upon the recommendation of the Faculty Committee on Student Fellowships. Consideration shall be given to members of the class graduated at the close of the academic year in which this election shall be made, or from the members of the classes graduated in the six years immediately preceding the academic year in which this election shall be made.

2. The Faculty shall select as the incumbent of the said fellowship the graduate who, in their judgment, is best equipped for study and research, without regard to any other considerations whatsoever, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college.

3. The three years shall be spent by the incumbent at a German University or with the approval of the said Faculty at any other place or places, in the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the incumbent at Amherst College, to give a series of not more than thirty lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be given to the Senior class, but the members of all other classes shall have the privilege of attending. The lectures shall be published, at the end of the official term, in good book form, or in a learned journal.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for assistance in the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward Poole Lay, of the Class of 1922, provides for fellowships to be awarded to graduates of Amherst College who have shown unusual proficiency and talent in music, and who desire to continue studies in this field. Preference is to be given to candidates who are proficient in voice. In the event that there are no qualified candidates for the awards in any one year in the musical arts (especially voice and instrumental music), then they may be awarded under the same conditions to qualified candidates in the field of the dramatic arts.

These fellowships will be awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The MacArthur-Leithauser Travel Award. This award is made from the income from a gift by the MacArthur Foundation to the College in 1985 at the request of Brad Leithauser, MacArthur Fellow and Visiting Writer at the College for 1984-85.

The MacArthur-Leithauser Travel Award is given annually by the English Department to a Sophomore or Junior of creative promise who might most benefit from exposure to a foreign landscape, for the purpose of enabling the student to travel outside the continental United States. When circumstances warrant, the travel sward may be divided between two students, in proportions deemed advisable by the English Department.

In considering students for the award, the department will take into consideration financial need. While "creative promise" will be interpreted loosely, preference will be given to those students who have displayed some talent in writing poetry or fiction. Preference will also be given to students who have not traveled much. Candidates for the award will submit a sample of creative work and a brief statement of travel plans. They will be interviewed by members of the department. The award may not be used to pay educational expenses for courses taken abroad. It is meant, rather, to encourage talented students to invent occasions for self-directed creative work in foreign environments.

The Forris Jewett Moore Fellowships. These fellowships, three in number, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore. In each case, the beneficiary is to be a member of the graduating class of the year preceding that in which the fellowship is held.

1. A fund, the income of which is to be used to assist graduates of Amherst College, distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is to be given to eligible candidates whose plans lie in the field of organic chemistry.

2. A fund, the income of which is to be awarded to graduates of Amherst College, distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

3. A fund, the income of which is to be awarded to graduates of Amherst, distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

Under appropriate circumstances, the fellowship may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees of Amherst College in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are to be awarded *without stipend* to members of the Senior class who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance.

These fellowships will be awarded by the Board of Trustees upon recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established at Amherst in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924-31, and Dean of the College for thirty-five years from 1931-1966, the C. Scott Porter Memorial Fellowship is to be awarded annually to a graduate of the College for further study without restriction as to department or field.

The Charles B. Rugg Fellowship. The income from a fund, established in memory of Charles Belcher Rugg of the Class of 1911, provides a fellowship to be awarded to an Amherst graduate who shows promise for the study of law. The award is made annually to aid a young person beginning a legal career, but it may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. The uses of the income as defined by the donors follow:

"1. To award to any graduate of Amherst College a fellowship for use in studying law at any school approved by the Board of Trustees of the College;

"2. To award to any graduate of Amherst College a fellowship for use in studying medicine at any school approved by the Board of Trustees of the College;

"3. To award to any graduate of Amherst College a fellowship for use in studying theology at any school approved by the Board of Trustees of Amherst College, without regard to the particular creed or particular religious belief taught thereat;

"4. To award to any graduate of Amherst College a fellowship for use in studying at any school, college or university approved by the Board of Trustees of the College, in preparation for the teaching profession;

"5. To award to any graduate of Amherst College a fellowship for use in graduate study at the universities of Oxford or Cambridge in England;

"6. To award to any graduate of Amherst College a fellowship for use in graduate study at the Sorbonne in Paris;

"7. To secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

These fellowships will be awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship will be awarded on an annual basis but, under appropriate circumstances, it may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually upon the recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

The University of Dijon Assistantship. This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

Exchange Fellowship, Ecole Normale Supérieure in Paris. This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

Prizes and Awards

THE following prizes and awards are offered annually for proficiency in the work of the several departments of collegiate study and, in some specific awards, for other achievements and qualifications. The recipients of awards for the previous year are stated in each case.

AMERICAN STUDIES

The Doshisha American Studies Prize—*Michael Rudolph Light '86.*

The George Rogers Taylor Prize—*Alexandra Jeanne Juhasz '86.*

The Stephen E. Whicher Prize—*Joel Carel Simon '86.*

ART

The Hasse Prize—*Karen Suzanne Friedman '86.*

The Anna Baker Heap Prize—*No Award in 1985-86.*

The Athanasios Demetrios Skouras Prize—
divided between
Stephen Herbert Mohring '86
and Charles Warren von Weiss '86.

The Associates of Fine Arts Summer Fellowship in the History of Art—
Katherine Kai-Sun Chia '88.

The Associates of Fine Arts Summer Fellowship in the Practice of Art—
Adam Nathaniel Raff '87.

The Associates of Fine Arts Fellowship in Museum Studies—
Amy Catherine Simon '88.

ASIAN STUDIES

The Doshisha Asian Studies Prize—*George Cornelus Rudolph '86.*

BIOLOGY AND GEOLOGY

The James R. Elster Award—*Christine Costigan '87.*

The Oscar E. Schotté Award—*Marcia Vickery Simpson '86.*

The Oscar E. Schotté Scholarship Prize—*divided between*
Stephen Michael Boorstein '86
and Mark Jerome Pykett '86.

The William C. Young Prize—*Mary Angela Benedict '87.*

The Harvey Blodgett Scholarship
combined with
The Phi Delta Theta Scholarship—*John Joseph Tucci '86.*

The David F. Quinn Memorial Award—*Carl Takeo Friedrichs '86.*

The Walter F. Pond Prize—*Gregory Hawkes Symmes '86.*

The Warren Stearns Prize—*Mark Hersey Wick '87.*

BLACK STUDIES

The Edward Jones Prize—*No Award in 1985-86.*

CHEMISTRY AND MEDICINE

The Howard Waters Doughty Prize—*Mark Alan Rosen '86.*

The Frank Fowler Dow Prize—*Patricia Mary Fogarty '86.*

The Everett H. Pryde Research Award—*Mark Damone Johnson '86.*

The White Prize—*Mark Solon Krasnoff '87.*

CLASSICS

The Anthony and Anastasia Nicolaides Award—*Edward Alvin Adams '86.*

ECONOMICS

The W. T. Akers, Jr., Prize—*jointly awarded to*
Patricia Mary Fogarty '86
and Kenneth Brian Gordon '86.

The Hamilton Prize—
Spring 1984-85—*Karl Leroy Nielson '88E.*
Fall 1985-86—*Monica Beth Lasky '88.*

The James R. Nelson Memorial Award—*jointly awarded to*
Valerie Alison Cliff '86
and Shawn Jay Cooper '86.

The James R. Nelson Prize—*Willard Warren Tucker '86.*

ENGLISH

The Academy of American Poets Prize—*Jill Marion Stauffer '86.*

The Armstrong Prize—*David Christopher Bryan '89.*

The Collin Armstrong Poetry Prize—*Elizabeth Anne Bradburn '87.*

The Elizabeth Bruss Prize—*Nelson Fernandez '86.*

The Corbin Prize
combined with
The Peter Burnett Howe Prize—*divided among*
Audrey Ann Fisch '87,
Jennifer Sean Malloy '87
and Stephan John Talty '86.

The G. Armour Craig Award for Prose Composition—
divided between
Nancy Ellen Katz '86
and Thomas Wilson Mitchell '87.

The Rolfe Humphries Poetry Prize—*Jill Marion Stauffer '86.*

The Harry Richmond Hunter, Jr., Prize—*Daniel F. Ritter '88.*

The James Charlton Knox Prize for the year 1984-85—
divided among
Nelson Fernandez '86,
Jill Marion Stauffer '86
and Stephan John Talty '86.

The MacArthur-Leithauser Travel Award—*Elizabeth Anne Bradburn '87.*

The Ralph Waldo Rice Prize—*Nelson Fernandez '86.*

FRENCH

The Jeffrey J. Carre Award—*No Award for 1985-86.*

The Frederick Turgeon King Prize—*Karen Regina Jones '86.*

GREEK

The William C. Collar Prize—*Mark McLeod Flynn '89.*

The Hutchins Prize—*divided between*
Edward Alvin Adams '86
and Edward John Donahue '86.

HISTORY

The Alfred F. Havighurst Prize—*Jon David Ralph '86.*

JOURNALISM

The Samuel Bowles Prize—*James Ean Blaugrund '86.*

LATIN

The Bertram Prizes
First—*Rhea Nancy Schaenman '86.*
Second—*Edward Alvin Adams '86.*

The Billings Prizes
First—*Erika Elizabeth Maurer '88.*
Second—*Helen Jean Cademartori '88.*

The Crowell Freshman Prizes—*first and second combined*
and divided between
Sara Helaine Lindheim '89
and Mark McLeod Flynn '89.

The Crowell Junior Prizes
First—*Paula Marie Stannard '87.*
Second—*Jacob Daniel Gale '87.*

The Dr. Ernest D. Daniels Latin Prize—*Rhea Nancy Schaenman '86.*

MATHEMATICS, PHYSICS AND ASTRONOMY

The Bassett Physics Prizes
First—*Peter Herman Anspach '88.*
Second—*Joseph Miles Gray '88.*

The Robert H. Breusch Prize—*Michael James Moulton '86.*

The Porter Prize—*No Award in 1985-86.*

The William Warren Stifler Prize—*Theodore Won Jeh Sung '86.*

The Walker Prizes in Mathematics of the First Year
First—*Neal Jay Pearlmutter '89.*
Second—*Andrew Carleton Rosenburgh '89.*

The Walker Prizes in Mathematics of the Second Year
First—*Peter Herman Anspach '88.*
Second—*Steven Elliot Spector '88.*

MUSIC

The Sylvia and Irving Lerner Piano Prize—
divided among
Carol Sladen Chickering '86,
Peter Kendall Clark '86
and Jonathan Morris Hirsh '86.

The Mishkin Prize—*divided between*
Christopher Edward Barber '86
and Jessica Pauline Waldoff '86.

The Eric Edward Sundquist Prize—*David Steven Bogartz '86.*

NEUROSCIENCE

The James Olds Memorial Neuroscience Award—
Hilarey Ransom Feeser '86.

PHILOSOPHY

The Gail Kennedy Memorial Prize—
jointly awarded to
Robert Morris Hecht '86
and Stephen Vincent Ryan Masterson '86.

POLITICAL SCIENCE

The Densmore Berry Collins Prize—*John David Brinitzer '86.*

PUBLIC SPEAKING

The Bancroft Prizes
First—*Pier Gabrielle Foreman '86.*
Second—*Claudia Francoise Eve Kirsch '86.*

The Gilbert Prize—*divided between*
Robert C. Bush '87
and Kathleen Elizabeth Smith '87.

The Hardy Prizes
First—*Andrew Stanley Marovitz '86.*
Second—*Joshua Daniel Berlin '87.*

The Kellogg Prizes
First—*Patricia Michele Spencer '88.*
Second—*Daniel Leo Byman '89.*

The Rogers Prize—*Andrew Stanley Marovitz '86.*

RELIGION

The Moseley Prizes
First—*William Frederick Hartfiel III '86.*
Second—*Edward Alvin Adams '86.*

RUSSIAN

The Carol Prize in Russian—*Samuel David Eisen '86.*

SPANISH

The Pedro Grases Prize for Excellence in Spanish—
Steven Albert Smith '86.

THEATER AND DANCE

The Raymond Keith Bryant Prize—*for her role as Mother Courage in the production* Mother Courage—
Ellen Mary Reilly '86.

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship—*Edward Alvin Adams '86.*

The Samuel Walley Brown Scholarship—*Julia Angela Segre '87.*

The Psi Upsilon Prize—*Jeffrey Alan Hall '86.*

The John Sumner Runnells Memorial—*Bruce Alan Wallace '87E.*

The Obed Finch Slingerland Memorial Prize—*Nelson Fernandez '86.*

The Woods Prize—*Carl Takeo Friedrichs '86.*

The Amherst "R" Committee Award—*divided between*
Mark Damone Johnson '86
and Majorie Modestil '86.

The Charles Hamilton Houston Fellowship—
divided between
Diana Lisa Erbsen '86
and Rhea Nancy Schaenman '86.

The Charles W. Cole Scholarship—*James Albert Schmit '87.*

OTHER PRIZES

The Ashley Memorial Trophy—*Mark Stoughton Lea '86.*

The Sphinx Spoon—*Susan French Francis '86.*

The Howard Hill Mossman Trophy—*Douglas Wechsler Lyons '86.*

The Eugene S. Wilson Award—*Peter Martin Loescher '86.*

The Computer Center Prize—*David Steven Bogartz '86.*

The Friends of Amherst College Library Prizes—
first and second
combined and divided between
Daniel Buchen '88
and Maria Magdalena Farland '88.

The M. Abbott Van Nostrand Prize—*No Award in 1985-86.*

The Lincoln Lowell Russell Prize—*divided among*
Theresa Ellen Cudahy '86,
Edward Alan Donat '86,
Gretchen Hamilton Peter '86
and Gregory Francis White '86.

The Manstein Family Award—*Patricia Mary Fogarty '86.*

Fellows

Edward A. Adams '86, *C. Scott Porter Memorial Fellow in Classics.* University of California at Berkeley.

Vanessa L. Adler '86, *Edward Poole Lay Fellow in Voice.* Chautauqua School of Music and Private Study.

Mark K. Albee '83, *Roswell Dwight Hitchcock Memorial Fellow in Environmental Resource Management.* Duke University.

Todd J. Albert '83, *John Woodruff Simpson Fellow in Medicine.* University of Virginia Medical School.

Karl R. Austen '86, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Renee M. Baron '86, *Amherst Memorial Fellow in Afro-American Studies.* Yale University.

Carolyn A. Behrman '82, *Amherst Memorial Fellow in Anthropology.* University of Pennsylvania.

Caroline W. Berninger '82, *George Stebbins Moses Memorial Fellow in Theology.* Harvard Divinity School.

Jeffrey L. Bleich '83, *John Woodruff Simpson Fellow in Law.* University of California Law School at Berkeley.

Laurence H. Bogoslaw '86, *Amherst Memorial Fellow in Comparative Language and Literature.* University of Florence.

Alden D. Booth '83, *Edward Poole Lay Fellowship in Vocal Performance.* New England Conservatory.

Bradley B. Brighan '79, *Amherst Memorial Fellow in English.* University of Massachusetts at Amherst.

Donald L. Brown '86, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Raymund J. Capelovitch '83, *John Woodruff Simpson Fellow in Law.* Washington University Law School.

Roberta A. Capelovitch '86, *Amherst Memorial Fellow in Political Sciences and Public Opinion Research.* Institut d'Etudes Politiques de Paris.

Thomas M. Carney '83, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Robert K. Caseria '82, *Amherst Memorial Fellow in Business Administration.* Harvard University.

Roland N. Chen '86, *John Woodruff Simpson Fellow in Medicine.* Temple University Medical School.

Carol S. Chickering '86, *Edward Poole Lay Fellow in Vocal Performance.* Juilliard School.

Thomas N. Ciantra '83, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Deborah L. Clark '84, *George Stebbins Moses Memorial Fellow in Theology.* Harvard Divinity School.

Valerie A. Cliff '86, *George A. Plimpton Fellow in Economics.*

Saul A. Cornell '82, *Forris Jewett Moore Fellow in History.* University of Pennsylvania.

Mark A. Costello '84, *John Woodruff Simpson Fellow in Law.* Yale Law School.

David A. Curry '82, *John Woodruff Simpson Fellow in Law.* University of Connecticut Law School.

Marc J. DaRosa '84, *Rufus B. Kellogg Fellow in Comparative Literature.* University of California at Berkeley.

Andrew J.R. Delaney '84, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Helen E. Deutsch '82, *Amherst Memorial Fellow in English.* University of California at Berkeley.

Ruthanne M. Deutsch '83, *Roswell Dwight Hitchcock Memorial Fellow in Economics.* Yale University.

Diana M. Donahoe '83, *John Woodruff Simpson Fellow in Tumor Pathology.* Sir William Dunn School, University of Oxford.

David S. Eagle '82, *John Woodruff Simpson Fellow in Law.* Georgetown University Law School.

Andrew M. Epstein '86, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Diana L. Erbsen '86, John Woodruff Simpson Fellow in Law.

Freeman L. Farrow '83, *John Woodruff Simpson Fellow in Medicine.* University of Massachusetts Medical School in Worcester.

Taraneh Kayhani Ferdman '82, *John Woodruff Simpson Fellow in Law.* Suffolk University Law School.

Patricia M. Fogarty '86, *John Woodruff Simpson Fellow in Medicine.* Cornell University Medical School.

Laura E. Folkman '86, *Rufus B. Kellogg University Fellow in German Language and Literature.* Tübingen University.

Tania G. French '85, *Edward Poole Lay Fellow in Musical Composition.* Private Study.

Carl T. Friedrichs '86, *Evan Carroll Commager Fellow in Mathematics and Physics.* Clare College, University of Cambridge.

Keith L. Gandal '82, *Amherst Memorial Fellow in English Literature.* University of California at Berkeley.

David L. Gardiner '80, *George Stebbins Moses Memorial Fellow in East Asian Religions.* Stanford University.

Heidi L. Gilpin '84, *Rufus B. Kellogg University Fellow in French and Italian Comparative Literature.* Institut d'Etudes Francaises/Universita degli Studi di Perugia.

Caren S. Goldberg '86, *John Woodruff Simpson Fellow in Medicine.* University of Cincinnati Medical School.

Tracey Goodman '85, *John Woodruff Simpson Fellow in Medicine.* University of Cincinnati Medical School.

Elizabeth L. Grayer '86, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Robert M. Greenwald '85, *John Mason Clarke 1877 Fellow in Hydrology.* Stanford University.

Edward G. Guedes '85, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Nels C. Gunnarsen '78, *John Woodruff Simpson Fellow in Medicine.* Vanderbilt University Medical School.

Nancy J. Hallam '84, *John Woodruff Simpson Fellow in Veterinary Medicine.* University of Pennsylvania School of Veterinary Medicine.

Bruce W. Hammond '86, *Amherst Memorial Fellow in Politics.* Wadham College, University of Oxford.

John P. Hays '79, *John Woodruff Simpson Fellow in Law.* University of California Law School at Berkeley.

Sandra M. Hoenig '82, *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

Amanda J. Holmes '85, *Amherst Memorial Fellow in Scottish Studies.* University of Edinburgh.

Paul W. Howes '82, *Amherst Memorial Fellow in Clinical Child Psychology.* University of Denver.

Phan Tuong Huynh '84, *John Woodruff Simpson Fellow in Medicine.* University of Virginia Medical School.

Andrew J. Infosino '85, *John Woodruff Simpson Fellow in Medicine.* Columbia Medical School.

Loretta A. Ippolito '85, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Benjamin A. Jacobson '82, *Forris Jewett Moore Fellow in Chemistry.* University of Chicago.

Michael R. Jedrey '85, *John Mason Clarke 1877 Fellow in Ocean Engineering.* University of Rhode Island.

Douglas W. Johnson '86, *Benjamin Goodall Symon, Jr. Memorial Fellow and George Stebbins Moses Memorial Fellow in Theology.* Yale Divinity School.

Mark D. Johnson '86, *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

Ray C. Jones, Jr. '67, *George Stebbins Moses Memorial Fellow in Biblical Studies.* Union Theological Seminary in Virginia.

Alexandra J. Juhasz '86, *Henry P. Field Fellow in English and Amherst Memorial Fellow in Film Theory.* New York University.

Brooke J. Kamin '84, *Amherst Memorial Fellow in Art History.* Rutgers University.

Scott M. Kampmeier '84, *Henry P. Field Fellow and Forris Jewett Moore Fellow in History.* Rutgers University.

Louis W. Kantaros '84, *John Woodruff Simpson Fellow in Medicine.* Georgetown University Medical School.

Jennifer L. Karas '84E, *Forris Jewett Moore Fellow in Chemistry.* California Institute of Technology.

Hiroko Kawai '85, *Warner Gardner Fletcher Fellow in Comparative Education.* University of Wisconsin.

Daniel R. Katz '85, *John Woodruff Simpson Fellow in Law.* St. John's College, University of Cambridge.

Alan J. Keenan '85, *Amherst Memorial Fellow in Comparative Literature.* Johns Hopkins Humanities Center.

Derek Krueger '85, *George Stebbins Moses Memorial Fellow in Religion.* Princeton University.

Stavros J. Lambrinidis '85, *John Woodruff Simpson Fellow in Law.* Yale Law School.

Frederick S. Lane III '85, *John Woodruff Simpson Fellow in Law.* Boston College Law School.

Kenneth M. Langa '85, *John Woodruff Simpson Fellow in Medicine and Public Health.* Rutgers Medical School.

Rebecca Lippman '83, *John Woodruff Simpson Fellow in Law.* Stanford Law School.

Sarah T. Markgraf '84, *Amherst Memorial Fellow in English.* Columbia University.

Andrew S. Marovitz '86, *John Woodruff Simpson Fellow in Law.* Yale Law School.

John A. Marrella '81, *Amherst Memorial Fellow in Government.* Kennedy School, Harvard University.

Sunia S. Marz '85, *Charles B. Rugg Fellow in Law.*

Marc Mastrangelo '85, *Rufus B. Kellogg University Fellow in Classics and Religion.* Wadham College, University of Oxford.

James D. Mathias '83, *John Woodruff Simpson Fellow in Law.* Georgetown University Law School.

Shawn L. Maurer '82, *Amherst Memorial Fellow in English Language and Literature.* University of Michigan.

Elizabeth W. McKay '83, *Amherst Memorial Fellow in Russian Language and Literature.* Bryn Mawr College.

Norma C. Moruzzi '80, *Amherst Memorial Fellow in Political Theory.* Johns Hopkins University.

Ethan L.J. Nasreddin '85, *Edward Poole Lay Fellow in Music Composition.* University of Chicago.

Pamela E. Newman '83E, *Roland Wood Fellow in Children's Television Programming.* Thames Television, London.

Lisa K. Osofsky '83, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Stephen S.W. Park '84, *John Woodruff Simpson Fellow in Medicine.* University of Michigan Medical School.

Benjamin G. Perez '85, *Amherst Memorial Fellow in International Relations and Urban Planning.* Columbia University.

Carl T.G. Pfatteicher '85E, *John Woodruff Simpson Fellow in Law.* University of Pittsburgh.

Micheal D. Phillips '85, *John Woodruff Simpson Fellow in Medicine.* Columbia Medical School.

Jeffrey S. Poor '82, *Amherst Memorial Fellow in Horticultural Science of Ornamental Plants.* Washington State University.

Beth A. Posnack '85, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Anne F. Preston '84, *John Woodruff Simpson Fellow in Law.* University of California Law School at Berkeley.

Lee P. Ralph '83, *John Woodruff Simpson Fellow in Medicine.* University of Virginia Medical School.

Richard M. Rambuss '83, *Amherst Memorial Fellow in English Literature.* Johns Hopkins University.

Gary A. Rhule '84, *John Woodruff Simpson Fellow in Medicine.* University of Rochester Medical School.

Marc C. Riley '84, *Forris Jewett Moore Fellow in Afro-American History and Education.* Northwestern University.

John M. Rowell '82, *Rufus B. Kellogg University Fellow in German Literature.* University of Mainz.

George C. Rudolph '86, *Amherst Memorial Fellow in Japanese Language.* Inter-University Center in Tokyo.

Fumihiko Saitoh '86, *Amherst Memorial Fellow in International Relations.* Yale University.

Wendy A. Saltman '85, *Amherst Memorial Fellow in Secondary Education.* University of Pennsylvania.

Mindy Sandler '86, *Amherst Memorial Fellow in Education.* New Jersey Provisional Teacher Program.

Jeffrey I. Sands '82, *Amherst Memorial Fellow in Political Science.* Massachusetts Institute of Technology.

Marc S. Schulz '84, *Amherst Memorial Fellow in Clinical and Community Psychology.* University of California at Berkeley.

Gerard M. Senehi '82, *Amherst Memorial Fellow in Psychological and International Education.* University of Massachusetts at Amherst.

David M. Shapard '84, *Forris Jewett Moore Fellow in History.* University of California at Berkeley.

Jody A. Shapiro '83, *Amherst Memorial Fellow in Folklore and Literature.* University of Pennsylvania.

Michael H. Shorr '85E, *Amherst Memorial Fellow in History of Science.* Johns Hopkins University.

Joseph B. Shrager '84, *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

Carolyn M. Shuko '84, *John Woodruff Simpson Fellow in Law.* Boston University Law School.

Kenneth R. Simler '81, *Roswell Dwight Hitchcock Memorial Fellow in Agricultural and Resource Economics.* Cornell University.

Paul I. Simmons '82, *Roland Wood Fellow in Motion Picture Production.* University of Southern California.

Sandra J. Staub '85E, *John Woodruff Simpson Fellow in Law.* Yale Law School.

Arlene J. Stein '80, *Amherst Memorial Fellow in Sociology.* University of California at Berkeley.

Yongsook Suh '86, *John Woodruff Simpson Fellow in Medicine.* New York Medical College.

Theodore W.J. Sung '86, *Amherst Memorial Fellow in Physics.* Massachusetts Institute of Technology.

Dmitry Svetlov '86, *Amherst Memorial Fellow in Physics.* New York University.

Gregory H. Symmes '86, *John Mason Clarke 1877 Fellow in Geology.* Johns Hopkins University.

Anna M. Szczepanczyk '83, *Rufus B. Kellogg University Fellow in German Literature and International Policy Studies.* Monterey Institute of International Studies.

John C. Torpey '81, *Amherst Memorial Fellow in Sociology.* University of California at Berkeley.

Judith A. Trachtenberg '81, *John Woodruff Simpson Fellow in Medicine.* Yale Medical School.

Jennifer Trahan '85, *John Woodruff Simpson Fellow in Law.* Cornell Law School.

Geraldine M. Walsh '85, *Charles B. Rugg Fellow in Law.* New York University Law School.

William H. Warden III '86, *John Woodruff Simpson Fellow in Medicine.* Columbia Medical School.

Daniel H. Warner '68, *Amherst Memorial Fellow in International Relations.* University of Geneva.

Sherri L. Wasserman '81, *John Woodruff Simpson Fellow in Law and Public Policy.* Harvard Law School/Kennedy School of Government.

John M. Watkins '79, *Warner Gardner Fletcher Fellow and Amherst Memorial Fellow in Education.* Harvard University.

David C. Winton '84E, *John Woodruff Simpson Fellow in Law.* Hastings College of the Law, University of California at San Francisco.

NATIONAL FELLOWS AND SCHOLARS

Mary C. Coleman '86, *Watson Fellow.*

Nelson Fernandez '86, *Watson Fellow.*

Lauren M. Handelman '86, *Watson Fellow.*

Jonathan D. Kranes '85, *Keasbey Scholar.*

Andrew J. Nussbaun '85, *Rhodes Scholar.*

Richard E. Read '80, *Luce Scholar.*

AMHERST DOSHISHA FELLOW

James L. Walker, Jr. '86, *Amherst House, Doshisha University, Kyoto.*

DEPARTMENTAL FELLOWS

Jason Kliot '86, *Exchange Fellow, Ecole Normale Superieure, Paris.*

John D. Brinitzer '86, *Teaching Assistant, University of Dijon.*

Enrollment

CLASSIFICATION BY RESIDENCE

(Fall 1985)

UNITED STATES

New York	353
Massachusetts	224
Connecticut	114
California	82
New Jersey	79
Pennsylvania	77
Illinois	48
Florida	45
Ohio	40
Texas	37
Michigan	32
Maryland	31
Virginia	28
Minnesota	26
Maine	23
New Hampshire	20
District of Columbia	16
Colorado	15
Vermont	15
Missouri	14
Rhode Island	13
Washington	13
North Carolina	10
Oklahoma	9
Wisconsin	9
Georgia	8
Kentucky	8
New Mexico	8
Nebraska	7
Tennessee	7
Arizona	6
Iowa	6
Kansas	6
Montana	6
Oregon	6
Puerto Rico	6
Utah	6
Alabama	4
Delaware	4
Alaska	3
Hawaii	3
Idaho	3
Louisiana	3
Virgin Islands	3
South Carolina	3
Arkansas	2
Indiana	2
Nevada	2
West Virginia	1
Wyoming	1
Mississippi	0
North Dakota	0
South Dakota	0
	1,487

NON-USA

Canada	8
France	8
Japan	3
Netherlands	3
South Africa	3
China	2
England	2
Kenya	2
Switzerland	2
West Germany	2
Australia	1
Bahamas	1
Cameroon	1
Colombia	1
Cyprus	1
Greece	1
Hong Kong	1
India	1
Ireland	1
Malaysia	1
Nepal	1
Norway	1
Pakistan	1
Panama	1
Peru	1
Philippines	1
Saudi-Arabia	1
Singapore	1
Turkey	1
Uruguay	1
West Indies	1
	56
Grand Total	1,543

SUMMARY OF ENROLLMENT FALL 1985*

Seniors, Class of 1986	366
Juniors, Class of 1987	304
Sophomores, Class of 1988	424
Freshmen, Class of 1989	431
Sub Total	1,525

Exchange Students	
Full Time	10
Part Time	0
Sub Total	1,535
Graduate Students	0
Special Students	0
Full Time	0
Part Time	8
Total	1,543

*Not included are the 94 Students who are on leaves of absence away from Amherst as of the first semester, 1985-86.

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